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ABSTRACT

This final report describes the activities and accomplishments of a three-year faculty development project at Briar Cliff College (Iowa). During the project, a series of three one-month interdisciplinary colloquia were offered to foster scholarly dialogue across discipline lines in support of the college's new general education program. Each colloquium involved approximately 20 faculty members, resulting in the participation of almost two-thirds of the college's faculty by the end of the project. The colloquia addressed the following themes: "The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions"; "Wisdom, Knowledge, and Information"; and "Unity and Pluralism in the Global Village." Briar Cliff faculty were used as presenters, and they approached the various themes from the viewpoints of their own disciplines. Both internal and external evaluation indicated greater integration of faculty's disciplinary and institutional roles and improved interdisciplinary dialogue. Individual sections of the report provide an overview of the project and describe the project's purpose, background and origins; overall organization and activities; results; and third-year budget. Among the 11 major appendices are colloquia materials, resource lists, communications with the grant agency, syllabi, relevance papers (by faculty of various disciplines), and evaluation materials. (DB)

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TOWARD AN ECOLOGY OF KNOWLEDGE: A Proposal to Develop Faculty for General Education.

ED 413 847

GRANTEE ORGANIZATION:

Briar Cliff College
3303 Rebecca Street, Box 2100
Sioux City, IA 51104

GRANT NUMBER:

P116B80555

PROJECT DATES:

Starting Date: August 1, 1988
Original Ending Date: July 31, 1991
Original Number of Months: 36
Six Months No-Cost Extension: Increased months to 42 and changed ending date to January 31, 1992

PROJECT DIRECTOR:

Judith Welu
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Telephone: 712-279-5596

FIPSE PROGRAM OFFICER:

Helene Scher

GRANT AWARD:

Year I	$ 44,025
Year II	$ 40,651
Year III	$ 42,339
TOTAL	$127,015

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SUMMARY

Briar Cliff College was funded in 1988 to undertake "TOWARD AN ECOLOGY OF KNOWLEDGE: A Proposal to Develop Faculty for General Education," a three-year project in the comprehensive program of the Fund for the Improvement of Postsecondary Education. In this project, a series of three one-month interdisciplinary colloquia were offered in July 1989, 1990, and 1991 to assist faculty in developing awareness and scholarly dialogue across discipline lines so as to affirm and support the College's new general education program. The in house evaluators believe "...there is overwhelming evidence that the project has developed in the participating faculty a stronger sense of the value of general education." The external evaluator states that the "...FIPSE project contributed to the development of a solid liberal arts community among the faculty at Briar Cliff. The capacity for intellectual growth and exchange across disciplines matured steadily over the life of the grant. Providing the opportunity for interdisciplinary scholarly dialogue, a primary objective of the project, was fully achieved and involved almost two-thirds of the faculty. The Briar Cliff faculty had available to them the kind of liberal arts experience all faculty teaching general education courses ought to have."

PROJECT DIRECTOR:

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Two evaluation reports on this project are available:

-Part V of the Narrative report contains an evaluation by James Redmond,Ph.D., Professor of English, and Charles Shaffer Ph.D., Professor of Mathematics, In-House Evaluators from Briar Cliff College. Appendix D contains their detailed report. (Additional appendicies include detailed objectives, baseline assessment and follow-up with graphs, annotated syllabi, and sample of papers from participants: "The Relevance of a Liberal Arts Education from the Perspective of my Discipline.")

-Part V of the Narrative report contains the Summative Evaluation by External Evaluator R. Eugene Rice, Vice President/Dean of Faculty for Antioch College.

EXECUTIVE SUMMARY

Project Title:
"TOWARD AN ECOLOGY OF KNOWLEDGE: A Proposal to Develop Faculty for General Education"
Grantee Organization: Briar Cliff College, 3303 Rebecca Street, Sioux City, IA 51104
Project Director: Judith Welu, (712) 279-5596

I: Overview Briar Cliff College was funded in 1988 to undertake **TOWARD AN ECOLOGY OF KNOWLEDGE: A proposal to Develop Faculty for General Education**, a three-year project in the comprehensive program of the Fund for the Improvement of Postsecondary Education. In this project, a series of three one-month colloquia, offered in July 1989, 1990, and 1991, provided the faculty with a forum to develop awareness and scholarly dialogue across discipline lines. Approximately twenty faculty each colloquium heard lectures on and participated in dialogue and experiential activities on a common theme addressed from the college's general education foundation areas (aesthetic; ethical/religious; formal thinking; empirical; historical consciousness; and multi -cultural) by faculty qualified in those areas.

The goal of the project was to bring about stronger and more informed interest in general education by offering the faculty a true liberal arts experience. In the three years of the program, 63% of the faculty participated in the project. There were three elements that brought about the FIPSE project and shaped the plan of action: an active Faculty Development Committee with long-range planning; a new general education curriculum; a collegial philosophy of faculty development.

The in-house evaluators believe "...there is overwhelming evidence that the project has developed in the participating faculty a stronger sense of the value of general education. Through vigorous colloquia over a period of three years, the faculty learned a great deal about the current issues in many of the disciplines and came away with a respect for the scholarship of their colleagues and a renewed sense of their own discipline's contribution to the sisterhood of sciences."

II: Purpose The general goal of "TOWARD AN ECOLOGY OF KNOWLEDGE: A Proposal to Develop Faculty for General Education" was a stronger and more informed interest in general education. The project objectives were: A. To Provide Opportunity for Interdisciplinary Scholarly Dialogue. B. Teaching Will Incorporate a General Education Focus. C. Advising will Incorporate a General Education Focus. D. To Recognize Scholarly Activity Within a General Education Focus. (See Appendix A: *Goal, Obj., Activities and Projected Outcomes*; Appendix D: *Evaluation of Objectives* by In-House Eval.)

III: Background and Origins The context for this project is twofold. First, Faculty Development at Briar Cliff is a vital part of the college community and has received solid institutional support. It is carried out within a collegial philosophy; and yearly programming is based on long-range development plans. The seed for this project was one of the priorities set by the Faculty Development Committee from its 1986-1991 long-range planning document Looking Forward Five Years.

Secondly, we have, for many years, required a two-term interdisciplinary liberal arts sequence for freshmen, team taught by five to six faculty each term from various disciplines. This participation is somewhat on a rotation basis and therefore many faculty who ordinarily would not be seen as "doing" liberal arts (e.g. in Nursing and Computer Science), are full participants with the more "likely" faculty in Social Sciences and English. In addition, since 1985, Briar Cliff has offered a liberal arts colloquium for seniors, team taught by two faculty from different disciplines and focusing on "...issues that are relevant to the contemporary world and also have timeless universal importance."

IV: Project Descriptions Briar Cliff had recently approved a new, more comprehensive general education program, moving from traditional and relatively unstructured "distribution requirements" to a program including Intellectual Foundations and Competencies. The Intellectual Foundations are a set of course requirements intended to broaden the students' perceptions and intellectual abilities, and they cover seven areas, six noted above and integrative. In this three-year project, we proposed to strengthen our general education program through integrative faculty development colloquia in those

Intellectual Foundations.

We offered a sequence of three one-month colloquia in July of 1989, 1990 and 1991, involving approximately 20 faculty participants each summer in interdisciplinary research and lectures, six as faculty presenter-participants, thirteen as faculty participants, and one as faculty facilitator-participant. The colloquia addressed three major themes: "The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions;" "Wisdom, Knowledge and Information;" and "Unity and Pluralism in the Global Village." We used our own Briar Cliff faculty as the major sources of expertise in this project, believing that the scholarship, information and insights generated would continue to influence the whole college more than external consultants would. The theme for each summer was considered in light of our general education curriculum foundation areas. The presenters were asked to approach the theme *through* the foundations *from the viewpoint of* their own disciplines. The presenters were faculty teaching courses within the specific foundation or who had special expertise to qualify them as lecturers within the foundation. All faculty who indicated an interest in participating in the FIPSE colloquia were able to do so. A final annotated syllabus of lectures, reading assignments, and accompanying learning experiences was prepared by the facilitator for the summer participants. (See Appendix B: *Handouts;* Appendix B Section a. *Guidelines for Selection of Presenters and Participants for Summer III* and Appendix C: *Distribution of Participating Faculty by Department and Role*; Appendix E for *Flyers* & Appendix F for *Annotated Syllabi.*)

A typical summer colloquium ran four days a week for four weeks. Each presenter prepared two lectures and two learning experiences. The lecture series was followed by two days of sharing of papers by all presenters and participants. These papers, entitled "The Relevance of a Liberal Arts Education from the Perspective of My Discipline," were written, orally presented, and discussed in the summer. (See Appendix H: "*Relevance Papers*") The external evaluator spent three days each summer with the group as participant/observer.

The project has been disseminated in Illinois, Washington, D.C., and Pennsylvania (and communicated to approximately thirty colleges and universities); included in the 1989 Registry of Higher Education Reform; formally evaluated/presented to Briar Cliff faculty & administrators by grant facilitators, in-house evaluators, and project director(See Appendix K: *Papers*). Inter-Foundational presentation-discussions will continue to be sponsored by the Briar Cliff Faculty Development Committee as part of its regular programming.

V: Project Results: Sections A & B are edited for this Executive Summary. See Body of Report, Part V for full text.

A. Edited Report of In-House Evaluators James Redmond, Professor of English, and Charles Shaffer, Professor of Mathematics (See Appendix D for their detailed report):

The Colloquia supported by the FIPSE grant have resulted in a faculty more knowledgeable about general education and more dedicated to scholarship that touches the student body and public. That almost two-thirds of the faculty participated in the program over the course of three summers is testament itself to the quality of the experience. The high degree of faculty participation is also remarkable since the colloquia were not run out of the dean's office or through departments; the organization and invitations were rather a reflection of the strong tradition of the Faculty Development Committee, an independent faculty committee.

One problem addressed by the grant designers was the isolation and consequent defensiveness of discipline-based scholars. The colloquia helped dispel this isolation and defensiveness. The relevance papers, a required activity for each participant, provided the clearest evidence that interdisciplinary scholarly dialogue had occurred. (See Appendix H.) While the presentation of original research from within a general education foundation marked most of the days of the colloquia, the reading aloud of relevance papers was an excellent climax to each summer's work.

In designing the colloquia, emphasis was placed on interdisciplinary scholarly dialogue. Month-long summer colloquia provided adequate time for such dialogue to flourish. Perhaps more important was the annual nature of these colloquia. By the third summer, some tradition and facility had been achieved; planning was more integrated, presenters were able to help one another plan afternoon activities. In short, the continuity of the dialogue over the years was an important element of the grant's success.

Evaluation was based on a range of materials, some quantitative, others of a documentary nature (daily journals of participants, colloquium papers addressing the relevance of various disciplines to the goals of general education, and interviews with facilitators).The BCC FIPSE ASSESSMENT was a survey generated in-house to gauge the effectiveness of the grant activities. (See Appendix D-1.) In the survey, faculty described their own attitudes and behaviors in general education areas and then gauged the entire faculty's general education attitudes and behaviors. (See Appendix D & D-3 &4 for survey results.) One of the most satisfactory results found in the survey was: faculty see themselves individually and see their colleagues as explaining to a much greater extent the course's relationship with the liberal arts mission of the college.

The most powerful single bit of evidence about the effectiveness of the FIPSE colloquia in developing a stronger and more informed interest in general education was not planned for when the faculty undertook the project. But in the spring of 1991, the president of Briar Cliff was directed by the Board of Trustees to perform a complete institutional review. In the academic area, every department responded to review material. The results placed general education as one of three priorities of the academic division, "placed ahead of disciplinary majors." (See Appendix D-5.)

B. Project Results report: Edited Summative Evaluation/ Conclusion from External Evaluator R. Eugene Rice, Vice President and Dean of the Faculty, Antioch College:

The FIPSE project contributed to the development of a solid liberal arts community among the faculty at Briar Cliff. The capacity for intellectual growth and exchange across disciplines matured steadily over the life of the grant. Providing the opportunity for interdisciplinary scholarly dialogue, a primary objective of the project, was fully achieved and involved almost two-thirds of the faculty. The Briar Cliff faculty had available to them the kind of liberal arts experience all faculty teaching general education courses ought to have.

Looking back on the project, I missed the active involvement of students in the colloquia. Surely students could have benefited directly from this rich intellectual endeavor and the focus on the liberal arts. A problem plaguing much of higher education is the split between faculty culture and student culture. I trust that in strengthening the liberal arts community among faculty, the Briar Cliff students with their increasingly vocational and instrumental orientation to education will not perceive a growing distance between themselves and their professors.

Much has been made of the tension between the two strands of the faculty career: the disciplinary career and the institutional. The FIPSE project reconciled the two strands for Briar Cliff faculty in an unusually effective way. Faculty came away affirming both. There was a renewed appreciation for the contribution of the disciplines, but this was matched by an equally strong affirmation of the interdependence of the disciplines and the value of general education. In a very real sense, the FIPSE project moved Briar Cliff "toward an ecology of knowledge."

VI: Summary & Conclusions In conclusion, the goal of the grant connected the education of the individual faculty member with the betterment of the general education program. It was an attempt to get the individual interests and gifts of faculty to translate into the common good: to educate the common group and reform or enhance the common program (general education). Making these connections comes through dialogue, which was the core of the summer colloquia.

The critical factors in the success of the three summers were: •the concept & structure for liberal arts development of the faculty •the collaborative leadership of the project director and the three summer facilitators; •a structure that capitalized on faculty interests for the good of the core program; •the quality of the presentations by the lecturers; •the leadership-mentoring by faculty-facilitators; •the level of commitment of the participants to the project.

The use of committed and respected in-house evaluators was of significant benefit to the project: the evaluation of the project, the ownership of the process and the program, and the objectification and institutionalization of the results. Evaluating the project yourself and sharing that estimation with past participants continues to give us responsibility and ownership regarding where we were and what we achieved in this attempt to develop faculty for general education. We culminate our own scrutiny with an objective summative evaluation by an experienced and highly respected external evaluator. Because of our own evaluation, his conclusions have greater significance and impact.

I: PROJECT OVERVIEW

Briar Cliff College was funded in 1988 to undertake **TOWARD AN ECOLOGY OF KNOWLEDGE: A proposal to Develop Faculty for General Education** a three-year project in the comprehensive program of the Fund for the Improvement of Postsecondary Education. In this project, a series of three one-month colloquia, offered in July 1989, 1990, and 1991, provided the faculty with a forum to develop awareness and scholarly dialogue across discipline lines. Approximately twenty faculty each colloquium heard lectures on and participated in dialogue and experiential activities on a common theme addressed from the college's general education foundation areas (aesthetic; ethical/religious; formal thinking; empirical; historical consciousness; and multi-cultural) by faculty qualified in those areas.

The goal of the project was to bring about stronger and more informed interest in general education by offering the faculty a true liberal arts experience. In the three years of the program, 63% of the faculty participated in the project. There were three elements that brought about the FIPSE project, and shaped the plan of action:

- Briar Cliff College has a very active and innovative faculty development program. Past Faculty Development Committee members remain active within Briar Cliff's faculty development activities: the current program, and the development of long-range plans. The Committee had just recently completed its first long-range planning document, Looking Forward Five Years: 1986-1991. The Committee prioritized aspects of this first long-range plan and one of the priorities was the "seed" for this FIPSE project.
- Briar Cliff College had just recently instituted a new general education curriculum, with a set of course requirements within seven Intellectual Foundations: aesthetic, empirical, multi-cultural, formal thinking, historical consciousness, religious/ethical and integrative.
- Faculty development at Briar Cliff College is grounded in a philosophy which stresses collegiality; reverence, respect and trust of the faculty; and integrity. It both supports and challenges the faculty. It "...want(s) to offer the faculty many avenues for change and growth, and [acknowledges]...that all have their gifts to bring to the profession" (Century Blue 1991-2001, current faculty development planning document, 13).

The in-house evaluators believe there is overwhelming evidence that the project has developed in the participating faculty a stronger sense of the value of general education. Through vigorous colloquia over a period of three years, the faculty learned a great deal about the current issues in many of the disciplines and came away with a respect for the scholarship of their colleagues and a renewed sense of their own discipline's contribution to the sisterhood of sciences.

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II: PURPOSE

The general goal of "TOWARD AN ECOLOGY OF KNOWLEDGE: A Proposal to Develop Faculty for General Education" was a stronger and more informed interest in general education. The project objectives were :

A. To Provide Opportunity for Interdisciplinary Scholarly Dialogue.
B. Teaching Will Incorporate a General Education Focus.
C. Advising Will Incorporate a General Education Focus.
D. To Recognize Scholarly Activity Within a General Education Focus.

(See **Appendix A** for complete details on *Goal, Objectives, Activities and Projected Outcomes.*)

Looking back, it is very easy to see that our FIPSE project was situated within a context, that of a collegial body having recently adopted a new general education foundation program. The condition was very real: both the structure to support the faculty (FDC) and the challenge of our general education foundations. In developing the solution, we did not create a "rote" method of education for participants, but attempted to engage the whole person - mind, body, spirit, and emotions. To achieve positive 'carry-over' after the project, a positive experience had to occur during the colloquia : a genuine opening of participants' minds and hearts to "other-ideas," and "other-persons." That this is critical, is even more clear now. It brings interest, participation, ownership and commitment.

We do not need to feel threatened by faculty member's attachment to their own discipline. In an educational setting, that loyalty brought information, opinion, insight and commitment. For faculty to see their contribution as a part of the context, and not the entire context, requires first, an acceptance of this " discipline loyalty." Our history of peer respect brought dialogue and learning rather than combat.

In trying to replicate our model, the above is crucial; what needs to be avoided is the numerous and wide-range of outcomes we expected of ourselves. It is better to have fewer, well thought-through objectives/activities/projected outcomes, than trying to reach every conceivable objective (even though all may be seen as important and perhaps critical to higher education).

III: BACKGROUND AND ORIGINS

The context for this project is twofold. First, Faculty Development at Briar Cliff is a vital part of the college community. It has received solid institutional support, both financially and from upper administration. It is carried out within a collegial philosophy and is strengthened and sustained by much faculty ownership and leadership. Yearly programming is based on long-range development plans. The seed for this project was one of the priorities set by the Faculty Development Committee from its 1986-1991 long-range planning document

Looking Forward Five Years.

Secondly, we have, for many years, required a two-term interdisciplinary liberal arts sequence for freshmen, team taught by five to six faculty each term from various disciplines. This participation is somewhat on a rotation basis (only two of seventeen departments have not been contributors) and therefore many faculty who ordinarily would not be seen as "doing" liberal arts (e.g. in Nursing; Computer Science; Education; Health,Physical Education and Recreation; Music; Art; and Chemistry) are full participants with the more "likely" faculty in Social Sciences and English. In addition to this two-term interdisciplinary sequence for freshmen, since 1985, Briar Cliff has offered a liberal arts colloquium for seniors, team taught by two faculty from different disciplines and focusing on "...issues that are relevant to the contemporary world and also have timeless universal importance." We have a long history of freshmen integrative education and this course was envisioned as a capstone course for seniors to integrate what they had been learning. In 1987 our new general education program of seven Intellectual Foundations was made available to students. It included an Integrative Foundation containing the freshmen sequence and the senior colloquium, which could now fulfill the Integrated Foundation requirement for transfer students. (See **Appendix B Section a**: *List of Intellectual Foundations.*)

This FIPSE project is an interdisciplinary liberal arts course for faculty. The project was built on a type of activity long enjoyed by our faculty: to come together for dialogue. Our history of faculty colleagueship, strengthened and sustained by the Faculty Development Committee, was a critical component in the success of the project, particularly because participation was not mandatory (which is the rule rather than the exception with our faculty development activities). Those who staffed the project (directing and facilitating) were in the position of supporting and encouraging interested faculty, and educating and influencing the remaining ones. But interested faculty appeared to take on an advocate role, since we did see natural clusters of faculty attending in the same summer (e.g. music, math and computer science). (See **Appendix C**: *Distribution of Participating Faculty by Department and Role.*)

IV: PROJECT DESCRIPTIONS

Briar Cliff had recently approved a new, more comprehensive general education program, moving from traditional and relatively unstructured "distribution requirements" to a program including Intellectual Foundations and Competencies. The Intellectual Foundations are a set of course requirements intended to broaden the students' perceptions and intellectual abilities, and they cover seven areas: aesthetic, empirical, multi-cultural, formal thinking,

historical consciousness, religious/ethical, and integrative.

In this three-year project, we proposed to strengthen our general education program through integrative faculty development colloquia in those Intellectual Foundations. Although general education for students had often been defined, the question remained: what constitutes a good general education faculty? We noted that very few faculty across the country are experienced or trained in general education as such, and that almost all tend to become one discipline specialists. We knew that we could not just list courses and expect the successful inculcation of general education perspectives among our students and faculty. And since there was no direct graduate or professional preparation for general education, we needed to learn, practice and articulate general education perspectives.

COLLOQUIA THEMES

We offered a sequence of three one-month colloquia in July of 1989, 1990 and 1991, involving approximately 20 faculty participants each summer in interdisciplinary research and lectures, six as faculty presenter-participants, thirteen as faculty participants, and one as faculty facilitator-participant. The colloquia addressed three major themes: "The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions;" "Wisdom, Knowledge and Information;" and "Unity and Pluralism in the Global Village." (See **Appendix B Section a**: *Overview of Three Year Colloquia Sequence.*) These topics were seen as developing a world view which conceives of each discipline and each individual in the light of larger concerns and also as essential to the faculty's preparation to fulfill the stated intent of the six general education foundations - - "to expand students' awareness of themselves and their world, strengthen their ability to think independently, and equip them to lead the examined life."

FACULTY LECTURERS

Recognizing that our faculty colleagues are dedicated, responsible and scholarly, we used our own Briar Cliff faculty as the major sources of expertise in this project, rather than relying primarily on visiting lecturers. The colloquium presenters researched and prepared extensively and specifically for their presentations. We believed that the scholarship, information and insights generated would continue to influence the whole college more than external consultants would. (See **Part V**; also **Appendix D**: *Project Results by In-House Evaluators.*)

RELATION TO GENERAL EDUCATION

The theme for each summer was considered in light of our general education curriculum foundation areas: aesthetic, formal thinking, empirical, historical consciousness, multi-

cultural, and religious/ethical. The faculty presenters were asked to approach the theme *through* the foundations *from the viewpoint of* their own disciplines. This particular disciplinary focus was regarded as a benefit, a strength for the colloquium. Each contributed to the broader context, the theme for the summer. The presenters were faculty teaching courses within the specific foundation or who had special expertise to qualify them as lecturers within the foundation.

SELECTION OF PARTICIPANTS

Each fall the Faculty Development Committee would host an information session on the up-coming colloquium. The project director and the facilitator for that summer would describe the project (with in-put from previous participants & presenters) and distribute detailed handouts on the various aspects of the summer project. (See **Appendix B** for *Handouts A - J for Summer III Colloquium.*) A roster of potential presenters and participants was compiled from faculty indicating an interest and who met any of the following criteria: openness to engage in cross-discipline dialogue; be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas; consider presenting one of the lectures. Faculty wishing to be presenters began to develop their research topic; the summer facilitator, the project director and the remaining two facilitators were active in this process of locating and assisting possible presenters and encouraging faculty who had not yet participated to consider doing so. Presenters were selected by the FIPSE Selection Committee, which consisted of the project director, the three facilitators, the Faculty Development Committee, and the academic dean. Assisting in decision-making, were the following guidelines.

The Guidelines for selection of presenters were:
1. Presenters must be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas.
2. From the proposals received, one Presenter from each of the six foundation areas will be selected on the basis of scholarly quality, representativeness of the mode of thought of its foundation area, and perceived relevance to general education.
3. Every attempt will be made each summer and throughout the three years to give the opportunity to teach to as broad a range of disciplines and faculty as possible, while addressing the major concern for the theme and the quality of the summer programs.

The remaining thirteen participants were selected by the same committee. The guidelines for their selection were:
1. These positions will be filled first from those who submitted a formal indication of interest by the designated deadline.
2. Those who filed a proposal to be a summer presenter would receive a higher priority than other colleagues within the same foundation area.
3. They will be filled, insofar as possible, to achieve a representative spread among the disciplines.

All faculty had equal eligibility when applying to be faculty participants in the Summer I colloquium. Faculty who did not participate in Summer I, were given priority in Summer II and likewise for Summer III. All faculty who indicated an interest in participating in the FIPSE colloquia were able to do so.

In the time period between their selection and the opening of the summer colloquium, the presenters worked on their research and lectures; developed accompanying experiential components; met for "orientation/discussion" with the full group: project director, facilitator, participants and in-house evaluators; selected and handed out reading materials to the participants; and set the order of their foundation/discipline-based lectures. The presenters worked with and reported directly to the facilitator; they met regularly as a group with her/him prior to the summer colloquium; and the facilitator, with in-put from the presenters, finalized the selection of a visiting scholar in the liberal arts. A final annotated syllabus of lectures, reading assignments, and accompanying learning experiences was prepared by the facilitator for the summer participants. (See **Appendix E** for *Flyers* featuring the presenters, participants, and the visiting scholars; and **Appendix F** for *Annotated Syllabi.*)

COLLOQUIUM SCHEDULE

A typical summer colloquium ran four days a week for four weeks. Each presenter prepared two lectures and two learning experiences. The colloquium began with a series of six lectures, then a day with a visiting scholar in the liberal arts, and then a second series of six lectures. (See **Appendix G:** *Summer I Colloquium Schedule.*) Coffee, juice and rolls and informal conversation began each session. The lecture was given in the morning and a number of participants were scheduled to respond initially, in order to begin the discussion. A lunch was served twice a week to continue the dialogue informally. The afternoon sessions were a part of the morning theme, but experiential in nature and included a variety of learning experiences. Examples from the three colloquia include:

> Lecture: "How the Other Half Lives: Rich and Poor and the Development of America's Middle Class, 1875-1925"
> Learning Experience: After having read a packet of newspaper accounts from the 1938 Swift meatworkers' strike in Sioux City and listened to a taped interview with one of the packinghouse workers, participants divided into groups to interpret the evidence and to discuss methodology. [*Associate Professor of History representing the Historical Foundation in Summer I "The Good Life."*]
>
> Lecture: "Stability and Instability: As it was in the beginning, is now and ever shall be... or is it?"
> Learning Experience: Simulation game focusing on growth patterns (repetition,cycles etc.) for populations. [*Assistant Professor of Chemistry representing the Empirical and*

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Formal Thinking Foundations in Summer II "Wisdom, Knowledge and Information."]

Lecture: "Metaphor, Magic and Meaning in Toni Morrison's Fiction"
Learning Experience: Making Poems with Metaphors: small group analyzes the metaphors found in several African poems. Large group reports with suggestion of how metaphors can be mistaken for reality. *[Professor of English representing the Aesthetic Foundation in Summer III "Unity and Pluralism in the Global Village."]*

Lecture: "Understanding the Native-American Addictive and Recovering Process Within the Familial and Community Context"
Learning Experience: LA visit to the Picotte Community Center in Walthill, Nebraska, for a traditional Native American meal and a round-table discussion with three Native American leaders. *[Assistant Professor of Social Work representing the Multi-Cultural Foundation in Summer III "Unity and Pluralism in the Global Village."]*

Participants had assigned readings for each lecture. These readings were selected by the presenter and books were purchased for each participant. (See **Appendix F:** *Annotated Syllabus*, for lectures, assigned readings, afternoon experiences, and visiting scholars.)

The lecture series was followed by two days of sharing of papers by all presenters and participants. These papers, entitled "The Relevance of a Liberal Arts Education from the Perspective of My Discipline," were written, orally presented, and discussed in the summer and then used as the basis of continued discussion with other faculty and majors in participants' departments. (See **Appendix H** sample of "*Relevance Papers*") The external evaluator spent three days each summer with the group as participant/observer. He interviewed participating faculty (including past participants and non-participant) and addressed the Summer I & II Colloquia. His schedule varied each summer so that he could experience different aspects of the colloquium (e.g. lectures, sharing of papers, visiting scholars). His evaluation report, along with that of the in-house evaluators, is found in the following section: **Part V: Project Results.**

DISSEMINATION

•Flyers on the colloquia were mailed to the appropriate colleges in the northwest section of our state (Iowa), including southeastern South Dakota. The remaining fifteen Iowa independent colleges and three universities also received flyers. Those interested in adapting or replicating the project on their own campuses were invited to contact us and/or attend one of the lectures.(See **Appendix I** for *List* ; and **Appendix E** for *Flyers.*) The Executive V.P. and Dean for Academic Affairs at Waldorf College, Forest City, Iowa visited the project.

•In the Fall, following each of the summer colloquia, the Faculty Development Committee sponsored an all-college event at which colloquia participants shared ideas from the summer colloquium. (See example in **Appendix J:** Event of 11/7/91.)

•Briar Cliff's faculty development program and FIPSE project, "Toward An Ecology of Knowledge:A Proposal to Develop Faculty for General Education," was accepted for inclusion in the 1989 Registry of Higher Education Reform (that would help to meet the need for

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dissemination of information about current changes in undergraduate education).

•During the project we sent material and/or communicated with individuals at colleges and universities (e.g.Kennesaw State College; University of Virginia; Benedictine College).

•October 1990: Project Director and Summer I Colloquium Facilitator presented on the Briar Cliff project at the 1990 Annual Project Director's Meeting with representatives from Hampton and Phillips Universities. The session presented three different approaches to faculty development that aspire to the same goal: improving the teaching of general education courses.

•September 1991: "Celebration and Reflection/Evaluation of the Briar Cliff FIPSE Project with dinner and speakers: "Lessons Learned" (The Project Director); "Did Our FIPSE Project Work?" (In-House Evaluators); "What Is the Relevance of Our FIPSE Project to the Briar Cliff *Mission*?"(Facilitator); "Has Our FIPSE Project Affected Our View of *General Education*?" (Facilitator) "What Has Our FIPSE Project Taught Us About Ourselves As *Faculty*?" (Facilitator). The event opened with remarks by the Executive Vice President/Academic Dean and closed with remarks by the President of the College. (See **Appendix K** for *Papers* noted above.)

•November 1991: A facilitator and presenter presented the Briar Cliff FIPSE project in a Participant-led discussion at "Remapping General Education: Core Curricula and World Cultures," the University of Chicago 20th National Institute on Issues in Teaching and Learning.

•January 1992: The project director, an in-house evaluator, a facilitator, and a presenter made a presentation on the FIPSE project at St. Francis College, Loretto, Pa., meeting with their general education taskforce, faculty development committee, and sharing in a session for faculty, students and staff.

CONTINUATION OF THE PROJECT

The Faculty Development Committee (FDC) will continue the project as part of its regular Sponsored Events programming (Minutes of 3/25/92). FDC will select a theme and three of the Intellectual Foundations to address the theme. The committee will select one representative from each of the Foundations from among faculty indicating an interest in presenting. The selected faculty "presenters/lecturers" would each address the theme from their perspective; discussion would follow. The committee will develop one of these events for Term I of 1992-93; depending on the out-come, the committee will consider scheduling a second event in Term III and develop a theme that would use the remaining three Intellectual Foundations. The event will be a faculty event.

V: PROJECT RESULTS

A. Following is the Project Results Report of In-House Evaluators James Redmond, Professor of English, and Charles Shaffer, Professor of Mathema. (See Appendix D for their detailed report.)

The Colloquia supported by the FIPSE grant have resulted in a faculty more knowledgeable about general education and more dedicated to scholarship that touches the student body and public. That almost two-thirds of the faculty participated in the program over the course of three summers is testament itself to the quality of the experience. The high degree of faculty participation is also remarkable since the colloquia were not run out of the dean's office

or through departments; the organization and invitations were rather a reflection of the strong tradition of the Faculty Development Committee, an independent faculty committee.

The faculty were prompted to initiate these colloquia because of the new general education requirements at the college. After such close involvement with colleagues, each faculty member has a broader experience to use in advising students about course and teacher options. Evidence for this comes from the surveys given over a four year period and especially from comments by participants. Most interaction among colleagues occurs in committee meetings, where faculty might appreciate someone's logical or political skills. Rarely do faculty attend a paper reading at a specialized conference to appreciate the scholarship and love of learning; the colloquia provided such opportunity as participants responded to presentations by their fellows. In turn, participants felt invited to show their skill and love of discipline by becoming presenters in a following summer.

One problem addressed by the grant designers was the isolation and consequent defensiveness of discipline-based scholars. The colloquia helped dispel this isolation and defensiveness. One facilitator discovered that the faculty realized "what their disciplines can do that no other discipline can do." "I see the problem as insularity of faculty within their own discipline. I think I understand this insularity more now in terms of steadfast loyalty rather than defensiveness or fear. Faculty may see themselves as 'lone warriors' defending a particular sacred soil. Their attachment to discipline doesn't need to be loosened. They must be made to feel less under attack through continued open exchange with others."

The relevance papers, a required activity for each participant, provided the clearest evidence that interdisciplinary scholarly dialogue had occurred. (See **Appendix H.**) While the presentation of original research from within a general education foundation marked most of the days of the colloquia, the reading aloud of relevance papers was an excellent climax to each summer's work. As one participant judged the results, the college received a million dollar project with a fraction of the cost (thanks to the support from FIPSE).

In designing the colloquia, emphasis was placed on interdisciplinary scholarly dialogue. Month-long summer colloquia provided adequate time for such dialogue to flourish. Perhaps more important was the annual nature of these colloquia. By the third summer, some tradition and facility had been achieved; planning was more integrated, presenters were able to help one another plan afternoon activities. In short, the continuity of the dialogue over the years was an important element of the grant's success.

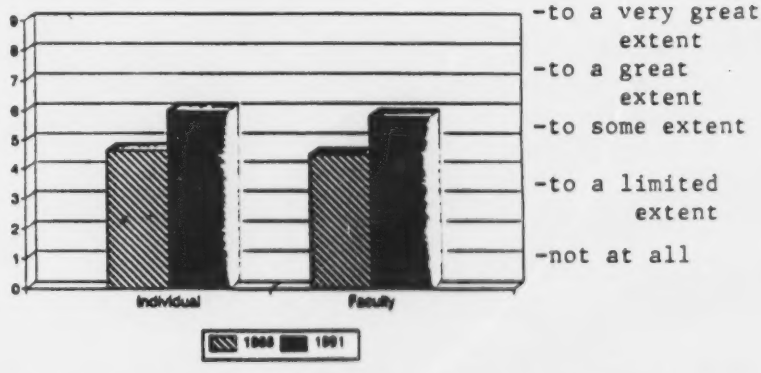
Evaluation was based on a range of materials, some quantitative, others of a documentary nature (daily journals of participants, colloquium papers addressing the relevance of various

disciplines to the goals of general education, and interviews with facilitators).

The BCC FIPSE ASSESSMENT was a survey generated in-house to gauge the effectiveness of the grant activities. (See **Appendix D-1.**) In the survey, faculty described their own attitudes and behaviors in general education areas and then gauged the entire faculty's general education attitudes and behaviors. All faculty were surveyed before the activities began and once each year six months after the summer colloquium. (**Appendix D-3.** presents the results of this survey; some results are highlighted in **Appendix D.**) Following is a graphic depicting one of the most satisfactory results as found in responses to question nine: faculty see themselves individually and see their colleagues as explaining to a much greater extent the course's relationship with the liberal arts mission of the college. The graphic shows the results of the pretest and the final survey using a 9-point Likert scale.

Question 9

9-Explain a course's relationship with the liberal arts mission of the college.



Numerous anonymous comments made on the final assessment form also reflect the participants reactions seven months after the last summer colloquium. (See **Appendix D-4.**)

From the myriad of individual responses indicating the success of the Briar Cliff College FIPSE-sponsored colloquia, one might symbolize the way interdisciplinary dialogue strengthened faculty awareness of general education: A participant from the Art Department was moved so strongly by a presentation on the history of suffering (made by someone from the Nursing Department) that she has worked on a textbook for elementary art teachers. "It is NEEDED to help children become persons who can respond to the problems they inherit!!"

The college's relation to the communities around Siouxland was strengthened through the grant. Several of the afternoon activities included field trips to nearby locations. A field trip to the Winnebago Indian Reservation was followed in the fall with a POW-POW of tribes held on campus for the entire college community.

One presenter, William Hewitt, presented his research in several community

conferences, including the Siouxland Labor/Management Council, and the American Institute of Architects. Indeed, evaluators found sufficient evidence that the efforts fostered by FIPSE found several audiences outside the group of faculty participants.

The most powerful single bit of evidence about the effectiveness of the FIPSE colloquia in developing a stronger and more informed interest in general education was not planned for when the faculty undertook the project. But in the spring of 1991, the president of Briar Cliff was directed by the Board of Trustees to perform a complete institutional review. In addition to addressing budgetary needs, the review served as preparation for the report to the North Central Association of Schools and Colleges which will be composed in two years. The process took nine months and was completed in January of 1992. In the academic area, every department responded to review material. The results placed general education as one of three priorities of the academic division, "placed ahead of disciplinary majors." "--provide general education and developmental courses first to all sections of the college (day, evening, and weekend)." (See **Appendix D-5**.)

See **Appendicies D** and **D-1.-6.** for a more detailed evaluation of specific project objectives.

B. Following is the Project Results: <u>Summative Evaluation</u> from External Evaluator R. Eugene Rice, Vice President and Dean of the Faculty, Antioch College.

INTRODUCTION

The success of Briar Cliff's FIPSE Project TOWARD AN ECOLOGY OF KNOWLEDGE was virtually assured from the beginning by the foundation in faculty development laid prior to launching the project, the careful planning that went into the conceptualization of the project, and the leadership of the program. Briar Cliff is an unusually innovative institution. It has had, for some time, a vigorous commitment to faculty development marked by strong, steady financial support. Faculty have actively participated in programs sponsored by national associations committed to the ongoing development of faculty, such as The Council of Independent Colleges, the Professional and Organizational Development Network in Higher Education, and the American Association of Higher Education. For a small teaching-oriented institution, Briar Cliff has a remarkably cosmopolitan faculty. Travel funds and sabbatical opportunities have been provided and special grants for professional development have been made available. The faculty development committee has both authority and legitimacy within the college. All the prerequisites required to insure the success of a major faculty development initiative were in

place.

The project was thoughtfully planned and the main components carefully crafted. Of vital importance was the collaborative nature of the planning. In a college where there is considerable strain between the faculty and administration, faculty ownership for the project was critical. The leadership of the project worked hard from the very start to make sure that the bulk of the faculty saw the FIPSE project as theirs. Because the leadership for the project was critical to its success from start to finish, I will address this topic at length below.

Success of the FIPSE project was assured from the beginning not only because Briar Cliff had its faculty development program in order, but because it had also initiated a general education program that was carefully thought through and was widely accepted among the faculty. The two key components of the project--faculty development and general education--were firmly in place institutionally. Had either element been weak, the project would have been in jeopardy. The FIPSE project was a part of a long-range institutional plan, not an ad hoc project initiated to attract funding.

Another major feature of the project that predisposed it to succeed was its almost total reliance on the expertise of the Briar Cliff faculty. Rather than bring in consultants and scholars from the outside to challenge the regular faculty--as is usually done--Briar Cliff expressed confidence in its own faculty members and built on their strengths. Through the FIPSE project, Briar Cliff faculty began to appreciate the intellectual strengths of one another in a way they never had before. Faculty became students again and recognized from a fresh perspective the scholarly talents of their colleagues. As one of the faculty members I interviewed put it: "This project helped me appreciate anew the quality of the faculty of which I am a part."

ROLE OF THE CONSULTANT/EVALUATOR

Soon after the proposal for the project was written, I was contacted by Briar Cliff and asked to serve as consultant and evaluator. It was clear that the leadership had thought through this complex and potentially conflicting role and knew precisely what they wanted. They were looking for someone who could provided formative evaluation, who could give advice, critique and make available a fresh perspective on the project as it was developing.

I stayed in regular contact with the leadership of the project throughout the duration of the program. Each summer, I spent three days at Briar Cliff attending the faculty colloquium. I was present for most of the formal presentations, participated in the discussions, took part in

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the experiential learning segments, and shared meals and social occasions with the participants. Each summer I interviewed all the participating faculty, the President, the Academic Dean, and some of the Briar Cliff faculty who were not participating in the colloquium series. When possible, I talked informally with students and staff about the project. During each visit I spent extended time with Judith Welu and the members of her leadership team for that colloquium.

During the 1989 and 1990 colloquia, I attended the last three days of the program. The third day was devoted entirely to my sharing my perceptions of the colloquium. I was also asked to critique the general education program and comment on how it fits into the curriculum, generally. It was also requested that I place Briar Cliff within the context of two national studies in which I was engaged, the CIC study of faculty morale and the Carnegie project on faculty scholarship.

My critique each year included recommendations for improving the colloquium. The year following I would begin by finding out how seriously the formative evaluation had been taken and was pleased with the openness of the leadership to advice and their willingness to make changes in mid-course. This made the investment in evaluation well worth doing.

The third summer, rather than appear at the end of the colloquium, I chose to attend three days in the middle of the program when the visiting scholar was present. During this occasion I had the opportunity to share my evaluation of the project with the leadership and all the participants.

From the beginning, I worked with the in-house evaluators. They struggled gallantly to produce quantifiable data that would measure the success of the program. The first two evaluators who left the college after the first year of the project developed a substantial plan for the evaluation of the FIPSE project. Their work included student surveys aimed at measuring directly the impact of the FIPSE project on student learning. The second two in-house evaluators abandoned the student surveys believing that the variables involved were too complex to yield an accurate measure. Other aspects of the in-house evaluation continued throughout the project as planned and the results were shared with me each year. The in-house evaluation is included in the final report and concurs with my findings.

LEADERSHIP OF THE PROJECT

A central factor--if not the key--to the success of the project is the project director, Judith Welu. My experience with the Briar Cliff project reinforces my long held conviction that foundations and agencies ought to fund people as much as programs--it is the leadership

that makes or breaks a project.

Professor Welu brought a well-informed commitment to faculty development to the project. Her knowledge of what was happening nationally in the field strengthened the planning process. Her legitimacy with the faculty and her willingness to make this project theirs was essential. She also had the ability to recruit able facilitators for each of the colloquium, Jeanne Enmons, Phil Hey, and Herb Kuehne. The fact that Judith Welu, herself, came out of the faculty of Briar Cliff was also important.

The conceptualization of the project built on and reflected the distinctive culture of the college. The values of this liberal arts Catholic college were evident in each colloquium and in almost every session. Details were attended to in the planning and the planners were as much concerned with process as with program content. Willingness to address procedural questions and to change what was planned in response to feedback contributed to the quality of the experience for participants.

Judith Welu's particular role in the college also contributed to the project's success. She was located in the Dean's office--Assistant to the Academic Dean--but not perceived as part of the administration. This allowed her to transcend the tension between faculty and administration that can often interfere with the progress of a project.

I found it regrettable that the Academic Dean was not more directly involved in the program and identified with it. Briar Cliff faculty have a profound ambivalence about administrative leadership. The Dean's distance from the project probably facilitated its functioning during the life of the project, but the Dean needs to share in its success and be in a position to nurture and to build over the long term upon the gains that were made.

PROGRAM COMPONENTS

Because the in-house evaluator's report is organized around the project's objectives as set forth in the original proposal, I have chosen to structure my summative evaluation around selected program components. The extent to which the project achieved its primary objectives will be addressed in the conclusion.

General Theme and Annual Topics

The general theme of the project, toward an ecology of knowledge, could hardly have been more appropriate. The faculty struggled with the relationship of their disciplines to the general education mission of the college. They began to see, as a result of the project, the interrelatedness of knowledge. Early on in the project, there was some disciplined-based

defensiveness, on the one hand, and complaints about excessive specialization, on the other. The project muted both concerns as faculty began to see the ways the disciplinary parts serve the whole.

It is this aspect of the FIPSE project that needs to be replicated in almost every institution. We all grapple with the specialization-general education debate, and few colleges have found a way of sharing with faculty what general education can mean to them intellectually. We usually focus on the needs of students. The FIPSE project succeeded in convincing Briar Cliff faculty that a strong general education program can benefit the whole community and that the whole is more than the sum of its parts. The ecology of knowledge theme developed strength as the project moved forward to include a large number and broader range of faculty.

The first colloquium, The Good Life, was cut into, in a dramatic way, by the tragic United Airlines crash at the Sioux City airport. Briar Cliff and its faculty became deeply involved in providing support and sustenance for the survivors and their relatives. The colloquium, The Good Life, took on a new and more profound meaning. The response of the college to this critical event underscored the value commitments of the institution and its faculty and reframed the whole discussion of the good life. The importance of Briar Cliff as an interdependent community was driven home by this tragic event and it had a lasting impact on the project.

The theme of the second year, Wisdom, Knowledge and Information, was, perhaps, too broad. It did not have the galvanizing effect of the first year's theme. The visiting scholar also failed to give focus to the theme.

The third year theme, Unity and Pluralism in the Global Village, moved the series from an inward focus to a broader view. The planning here was superb. The third theme surfaced a serious conflict between the espoused values of the faculty and institutional practice. In the presentations, great concern was expressed about economic and racial justice in the global village. It was also pointed out, however, that not a single African-American had served on the faculty in the history of the College. A problem with the commitment to an authentically holistic approach to education was confronted and discussed.

Visiting Scholars and Faculty Lecturers

A major strength of the FIPSE project was its reliance on Briar Cliff faculty for expertise. Each colloquium, however, had one visiting scholar. Carol Bly, the first summer's visitor, was most effective. Her work and presentations related directly to the theme and her writings were circulated. Not only did she address the Good Life theme, she went on to relate the theme to the value of a liberal arts education in promoting the good life. Her visit was most provocative.

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The visiting scholar the second year had just the opposite effect. His visit was almost invisible. Very little about his contribution was reported in my interviews with faculty. The visiting scholar the third year, Wayne Pond, again spoke directly to the theme and served as a catalyst for discussion. He challenged dominant assumptions about multiculturalism and brought the current national discussion into the work of the colloquium.

The importance of selecting and contacting visiting scholars early in the planning process was underscored. The second year visitor was a late and less appropriate choice.

Selection of Participants

Just as the theme for each summer related to the general education curriculum, so the selection of faculty participants was systematically tied to the foundation areas in which faculty taught. Participation in the summer colloquia was not mandatory for faculty. This was particularly important given the collaborative goals of the program. There was an elaborate process for selecting the faculty lecturers that was systematically followed and by and large successful. I was impressed with the seriousness with which the selection process was carried out.

A major failure of the project was the inability to draw business faculty into the program. Business is the second largest major at Briar Cliff and, as in most institutions, least well integrated into the liberal arts mission of the institution. There is probably no group of faculty who would have benefited more from the project than those in business. Business students are most prone to approach their education in instrumental ways, missing the deep appreciation for the kind of broad liberal arts commitments cultivated by the project. The Faculty Development Committee might consider a follow-up project aimed at sharing with the business faculty the spirit and substance of the colloquia.

An unanticipated strength of the program was the influential presence of the science faculty in the project. The colloquium topics can be adapted most readily to concerns in the social sciences and the humanities. The science faculty--particularly those in chemistry--made connections and crossed disciplinary lines in ways that were genuinely inspiring. Faculty in other disciplines, normally resistant to the scientific paradigm, found the openness of the science faculty especially inviting and enriching. Such modeling from the hard sciences made others less defensiveness and more willing and able to share in the work of the colloquia.

Colloquium Schedule

The colloquia schedules adapted over time in response to feedback received. The faculty lecturers were unusually well prepared and provoked serious, but collegial debate.

The most innovative feature of the schedule was the experiential learning component.

The results here were mixed. The learning experience varied dramatically in quality and impact. Some of the experiences were wonderfully inventive and stimulating; others were routine and mundane. The planning committee is to be congratulated for taking the risk here. In all likelihood, students at Briar Cliff are going to respond more enthusiastically to experiential learning opportunities than to lectures, and most faculty have had to take the call for active learning seriously. Teaching at Briar Cliff might be profoundly affected by this aspect of the colloquium experience.

The Relevance of a Liberal Arts Education

All presenters and participants in the colloquia were asked to prepare and share a paper addressing the topic: "The Relevance of a Liberal Arts Education From the Perspective of My Discipline." Because of the timing of my visits, I was present for a number of these presentations and discussions. This aspect of the project was extraordinarily successful. Most faculty took it seriously and learned much both from their own work and the discussions that ensued. It was in these sessions that the significance of the liberal arts experience came through. Connections were made that should be of lasting value to both individual faculty and the college. Some of the most persuasive evidence of the power of this project can be found in the compilations of these papers.

CONCLUSIONS

The FIPSE project contributed to the development of a solid liberal arts community among the faculty at Briar Cliff. The capacity for intellectual growth and exchange across disciplines matured steadily over the life of the grant. Providing the opportunity for interdisciplinary scholarly dialogue, a primary objective of the project, was fully achieved and involved almost two-thirds of the faculty. The Briar Cliff faculty had available to them the kind of liberal arts experience all faculty teaching general education courses ought to have.

Given the quality of the colloquia and the work that went into individual faculty presentations, I was disappointed in the number of publications generated by the participating faculty. The Briar Cliff faculty have every reason to be confident in the quality of their work. I trust that this expected outcome of the project will be realized more fully in the near future. The excellent integrative scholarship demonstrated in the colloquium presentations needs to be shared more broadly. It is this kind of scholarship that is so desperately needed, not only throughout higher education, but in the larger society as well.

Early on the in the project, it was clear that the entry level general education courses in

the college were benefitting dramatically from the project. Concern was expressed, however, about the senior capstone experience, Liberal Arts 400. It was pointed out that the team teaching required for these courses was too expensive and that no one was providing leadership for this advanced aspect of general education. If four new LA 400 courses emerged from FIPSE, as reported in the in-house evaluation, that expected improvement in the general education offerings was also achieved.

Looking back on the project, I missed the active involvement of students in the colloquia. Surely students could have benefited directly form this rich intellectual endeavor and the focus on the liberal arts. A problem plaguing much of higher education is the split between faculty culture and student culture. I trust that in strengthening the liberal arts community among faculty, the Briar Cliff students with their increasingly vocational and instrumental orientation to education will not perceive a growing distance between themselves and their professors.

In the project, little was done with the growing body of research on how students learn or, to use William Perry's phrase, how students "make meaning" out of what is said in the classroom and done in the laboratory. Attention was paid to the way different learning styles are embedded in the disciplines and internalized by faculty, but little was made out of how what was learned in the colloquium could be transferred to the classroom. The presence of students would have forced the issue.

Much has been made of the tension between the two strands of the faculty career: the disciplinary career and the institutional. The FIPSE project reconciled the two strands for Briar Cliff faculty in an unusually effective way. Faculty came away affirming both. There was a renewed appreciation for the contribution of the disciplines, but this was matched by an equally strong affirmation of the interdependence of the disciplines and the value of general education. In a very real sense, the FIPSE project moved Briar Cliff "toward an ecology of knowledge."

VI: SUMMARY & CONCLUSIONS

Each group of the summer FIPSE colloquia brought together different facilitators, presenters and participants. It was a time dedicated to intense intellectual renewal in an atmosphere of informality that comes with summer. There was much enjoyable comradery. Some FIPSE faculty participated in two summer colloquia; and three participated every summer. On the interdisciplinary climate, our Summer III Colloquium facilitator commented:

> ...the entire group interacted on the issues without worrying about whose particular

discipline they were drawing on. Some presenters on occasion claimed to be glad for an occasion to enlighten the rest of the faculty about the glories of their disciplines, but few of the rest seemed overly wowed by the claims. People usually responded simply by asking questions on the topic or by challenging positions taken. Disciplinary boundaries really were never a factor. The group which assembled for this summer seemed quite 'interdisciplinary' almost before they arrived. I recall, for example, no instance where anyone gave up on a point muttering....'Well, maybe in your field, but not in mine....' Subject matter was the issue almost throughout, not a unique or single disciplinary perspective, except of course, at the end when each presenter tried to highlight appropriate disciplinary ramifications. (*Herb Kuehne, Professor of Anthropology*)

Another facilitator believed that:

> ...the faculty were surprised by the currency of the liberal arts information and experiences presented to them ---- and by the 'outreach' and relevance of this information from the presenter's area to their own....[And] ...there would be high agreement of participating faculty that FIPSE presented a series of extraordinary, deeply involving learning experiences. Faculty with strong liberal arts undergraduate degrees had a rare opportuniity to re-experience the learning of 'new' kinds and styles of information --- for perhaps the first time since their B.A. degrees. Faculty who had never had the experience were...introduced to the liberative and recreative possibilities of learning which liberal arts advocates have long championed. In short: the joy of learning. (*Phil Hey, Professor of English*)

The third facilitator commented that:

> ...participants reaffirmed their commitments to their own disciplines, in discussions, in lectures and in the final paper.... These commitments were made not in enclaves within the discipline (which would be exclusionary) but publicly, in the presence and hearing of others outside the discipline. The result was that each participant was exposed to the passionate attachment of his or her colleagues to the values, methodology and knowledge base of their respective fields. This was a powerfully educational experience....[And]....students saw faculty earnestly & interestedly engaging in debate. [and]...became aware that faculty also are involved in interdisciplinary learning. (*Jeanne Emmons, Professor of English*)

The challenge will be to bring this same dynamic, responsive, experimental, and innovative general education experience into the on-going general education classroom.

In conclusion, the goal of the grant connected the education of the individual faculty member with the betterment of the general education program. It was an attempt to get the individual interests and gifts of faculty to translate into the common good: to educate the common group and reform or enhance the common program (general education). Making these connections comes through dialogue, which was the core of the summer colloquia.

The critical factors in the success of the three summers were as follows:

- the collaborative leadership of the project director and the three summer facilitators that evolved early in the first year of the grant and continued throughout the entire project; (this collaboration was the key to having a sound and responsive directing of the program).
- a structure that capitalized on faculty interests for the good of the core program; (the

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writers of the project set up a win-win situation).
•the high quality presentations by the lecturers; (disciplinary focus enabled us to build on existing interests and strengths).
•the skillful leadership-mentoring by the facilitators, who were colleagues; (this perhaps demonstrated the truely facilitating role of the model teacher as "master teacher" and "master student").
•the attentiveness of the remaining faculty participants to the presenters and the issues raised, and their deep level of commitment to their assigned work, to one another, and to the project; (the project continued with integrity throughout the three years).

The use of committed and respected in-house evaluators was of significant benefit to the project: the evaluation of the project, the ownership of the process and the program, and the objectification and institutionalization of the results. Evaluating the project yourself and sharing that estimation with past participants continues to give us responsibility and ownership regarding where we were and what we achieved in this attempt to develop faculty for general education.

We culminate our own scrutiny with an objective summative evaluation by an experienced and highly respected external evaluator. Because of our own evaluation, his remarks have greater significance and impact.

ANNUAL REPORT: BUDGET STATUS REPORT

YEAR III (includes 6 mo. no-cost extension)

AMOUNT OF AWARD: $42,339

Categories	Current Budget 8/1/90-1/31/92	Expenditures 8/1/90-1/31/92	Unobligated Balance as of 1/31/92
Salaries & Wages	$27,172.75	$27,172.75	-0-
Benefits	-0-	-0-	-0-
Travel	$ 5,645.33	$ 5,645.33	-0-
Materials & Supplies	$ 4,699.92	$ 4,699.92	-0-
Consultants Contracts	$ 1,435.00	$ 1,435.00	-0-
Other	$ 250.00	$ 250.00	-0-
Subtotal	$39,203.00	$39,203.00	-0-
Indirect Cost	$ 3,136.00	$ 3,136.00	-0-
Total	$42,339.00	$42,339.00	-0-

ANNUAL REPORT: BUDGET STATUS REPORT

YEAR III (includes 6 mo. no-cost extension)

AMOUNT OF CARRYOVER FROM YEAR II: $1,080

Categories	Current Budget 8/1/90-1/31/92	Expenditures 8/1/90-1/31/92	Unobligated Balance as of 1/3l/92
Salaries & Wages			
Benefits			
Travel			
Materials & Supplies	$1,000	$1,000	-0-
Consultants Contracts			
Other			
Subtotal	$1,000	$1,000	
Indirect Cost	80	80	-0-
Total	$1,080	$1,080	-0-

GRANT: P116B80555
APPENDIX H
BRIAR CLIFF COLLEGE, Sx.City, IA

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Mother Goose and Other Paradigms: The Relevance of a Liberal Arts Education from the Perspective of Literature and Literary Criticism

Norine Ryan

I'm going to begin by offering three models in the form of verbal images--one from Mother Goose, one from what might be called the Academy, and one from the poet Robert Frost--to consider as ways of thinking about the Liberal Arts. In that sense, as ways of thinking and explaining, these images will operate as paradigms--but paradigms of a special sort I would like to call paradigms of play. Their purpose is to allow us to become aware of some present paradigms, to unfix the fixed, to analyze, deconstruct, and re-construct in the hope of creating better ones, the hope, I would assume, behind our whole FIPSE venture. At the end of my paper, I will also be offering a last verbal image as a paradigm for contemplation versus analysis and deconstruction.

PARADIGM #1: From Mother Goose

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There was an old woman who lived in a shoe,
She had so many children she didn't know what to do,

Consider for a moment the case of this old woman as a model for thinking about the dilemma of the Liberal Arts. The old woman, a proliferate or at least generous being--no where are we told that she is the actual mother of this large brood--has a crisis on her hands. The family for which she is responsible is large, the housing inadequate, social support systems that might help seem missing, her own state of mind can at best be called distracted ("she didn't know what to do"), she is old, and her poverty of means most apparent in the last two lines of the rhyme:

She gave them some broth without any bread;
She whipped them all soundly and put them to bed.

Can this old folk rhyme be used as one paradigm for the Liberal Arts? If so, what does it mean? Let us consider the old woman for a minute. I must confess when this image entered my consciousness from whatever wonderful place these images reside, I had been thinking about the Liberal Arts and literature's ancient place within them. My first impulse was to identify the old woman of the rhyme with

literature; her large brood then became the many fields of study that have been born from her and that in more modern times have claimed--as children will--autonomy from her, fields such as psychology, sociology, history, philosophy, theology, and even medicine. Although some might object that many of these fields are ancient in themselves, it is also true--as far as we can tell--that in the first human communities literature and the arts served what are now functions of those fields. A second impulse immediately corrected the first. The old woman wasn't literature; she was, instead, that primal drive behind all of our disciplines, the drive in the human to make sense of our inner and outer worlds--and at this historical juncture at the end of the 20th century, that old woman's brood is large indeed. Literature and the arts, then, must be relegated only to oldest sibling status; theology, philosophy, history, of course, born soon after, are only slightly younger in the family structure. And there were others. And each has had children, and the children have had children. And we're all trying to fit in the shoe. This is the important point: we're all trying to fit in the shoe. The shoe, I suppose, can be identified with our curriculums--core or otherwise--and any of the other educational structures that serve in the way that housing does. Except, of course, this is a shoe--rather small and restrictive in nature and not really meant for housing at all.

If this paradigm serves us at all in our thinking about the Liberal Arts, it serves as warning about poverties of structures, structures that were perhaps a compromise to begin with (shoes as housing) and which no longer can hold or nurture. The shoe, then, and the poverty of means and supporting systems it connotes may be the problem rather than the largeness of the old woman's brood.

PARADIGM #2: From the Academy

From the hills surrounding an enclosed valley, groups of people sit staring--each group from its own hill--observing the life going on in the valley below them. All have good views, although of course none of them has a complete view of the valley. These groups will need to talk to each other--later, of course, after they finish their own full investigations--to compare notes, correct perspectives in order to come even close to understanding fully what is happening in that valley.

When I became aware of this image hovering close to consciousness, I had just written the following rather abstract lines in an attempt to word my understanding of the functioning and connectedness of the different academic disciplines:

All knowledge works together. Each organized body

> of knowledge is a probe at that which sits in the center, reality. Each brings a perspective that yields insights, specialized, that the others cannot; yet each, alone, is inadequate, must be in dialogue. The dialogue yields a greater richness than any one probe can reveal. There is much correspondence; there is much filling in of missing pieces; there is some correction caused by differing perspective. The more perspectives we have, of course, the closer we come to understanding.

I call this model the "paradigm from the Academy" because that's where I think I got it, the modern Academy of a Liberal Arts college where I was educated. It smacks, I suppose, of the serenity of that classical image of the "groves of academe" where students and teacher-learners could wander at will asking and answering questions. Why I changed this "grove" image to "hills" I'm not sure, but the real question is the adequacy of the paradigm itself.

Becoming aware of the image accompanying that abstract description of how I think the Liberal Arts work together made me aware of the model's shortcomings. If I take seriously the "views from the hills" image as paradigm, then I think the real resulting image from the comparing of perspectives should probably be described more as a Cubist

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painting than a grove. Secondly, and more importantly, becoming aware of the image has made me realize that other things within it need to be changed, things I thought I knew. For instance, we aren't up in the hills; we are down there living in the valley with everyone else. With this change, a certain uncertainty enters. Serene detachment is lost; the task of understanding made more difficult; the sickness in the inhabitants of the valley--of which we are a part--more apparent; the need for action, change, health, curing, overwhelming. And the hills defining the valley, protecting it, hemming it in would now have to be called structures, systems, cultures. We may need to climb those hills yet, if only to see what's on the other side.

PARADIGM #3: From Robert Frost

I would like to present one more paradigm to us in a two-line poem by Robert Frost entitled "The Secret Sits." It goes like this:

We dance round in a ring and suppose,
But the Secret sits in the middle and knows.

You should know that Frost capitalizes the first letter of the word "secret." In a class in literature, we would examine the many layers of meaning and association and

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feeling Frost has embodied gnomically in these two short lines, but let me just suggest a few as they relate to our topic of Liberal Arts. The "we" dancing round in a ring is a very interesting image. It suggests both something childlike--as in children's games--and something ancient as in primitive rituals used to appease or control or honor some powerful god or force. I believe our various disciplines include both kinds of underlying motivations, the playing and the acknowledgements of something larger, silent, unlocked in our midst. Frost's word for our understanding, even when we join harmoniously, joyously, or in fear in the ring of a dance, is instructive and humbling: we "suppose." The rhyming word is "knows"--and in poetry rhymes link or hold together key ideas--but the knowing is not a power attributed to us; in fact, it is set in opposition to what we do or perhaps can do: "But the Secret sits in the middle and knows." Perhaps all our dancing--all our human drives to know--are but ways we try to conjure the Secret to speak.

One last serendipitious connection between Frost's poem and Liberal Arts needs to be made. I asked Paul Weber for a copy of his article on "The Element of Play in Scientific Inquiry" after he delivered it because Paul's paper so finely bridged what C. P. Snow once called "the two cultures" of the sciences and the humanities. I will also admit that I asked because of an image of discovery in it

that deeply moved me to joy. I would like to present to you once again Freidrich August Kekule's "indiscreet" disclosure from his inner life:

> One fine summer evening I was returning by the last bus, "outside," as usual, through the deserted streets of the city, which are at other times so full of life. I fell into a reverie (Traumerei) and lo, the atoms were gamboling before my eyes! Whenever, hitherto, these diminutive beings had appeared to me, they had always been in motion; but up to that time I had never been able to discern the nature of their motion. Now, however, I saw how, frequently, two smaller atoms united to form a pair; how a larger one embraced the two smaller ones; how still larger ones kept hold of three or even four of the smaller; whilst the whole kept whirling in a giddy dance. I saw how the larger ones formed a chain, dragging the smaller ones after them but only at the ends of the chain. ...I spent a part of the night in putting on paper at least sketches of these dream forms. This was the origin of the "Structural Theory."

I sugggest that Kekule's image of the atoms uniting, embracing, holding--all the while whirling in a giddy dance-

-may, along with Frost's image, be paradigms worthy of our contemplation when considering not just the problematic connectedness of the Liberal Arts but, of course, the very nature of the reality they all try to know.

THOUGHTS ALONG THE WAY:

Because the presentation of paradigms has taken so much time, I want only to list briefly a few of the many thoughts and insights that have occured to me and in me because of the Presenters' lectures, the reading matter they have chosen, our discussions, the ideas and presence of Carol Bly, our Visiting Scholar, and our guests Jutta F. Anderson and Sr. Carol. These will be presented in no particular order, nor will they be inclusive. As many of us have expressed, the ideas released in us through FIPSE still need to be fully processed, need the presence of time. Indeed, for me, it was like having a fireworks display going off in my brain four days a week not just for the four, five, or six hours a day we were together but during the evenings as I read the material for the next day. As cliched as that image of fireworks going off in the brain might seem, I mean it deeply, and I apologize if my eagerness to share some of those fireworks seemed overly noisome to some. So, to thoughts along the way.

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1. Yes, Sr. Mary Elsbernd, I too think that our culture is in a crisis and that a new paradigm needs to be born. Thank you for Bellah's Habits of the Heart which gave me new ways of thinking about that crisis--the need for the renaissance of the Biblical and Republican strains in our culture in order to balance the strains of utilitarian and expressive individualism--and for the image of the Manager and the Therapist, the two roles to which Bellah sees our culture presently reduced. Thank you for Francis X. Meehan's A Contemporary Social Spirituality, which both reinforced the insights found in Habits of the Heart and will form some nightly reading and re-reading for me in the weeks to come. Thank you for your work on paradigms and how to give birth to new ones--I will be using your model--for your topic "Beyond Individualism," for your work as a feminist theologian, for your guest, Sr. Carol, for your own daring openness and vulnerability in sharing your pain in not having been shown or told about the female images of God in the Bible. It is the pain of many of us. And thank you for your work in converting me to understanding structure.

2. To Mary Ann Lonergan, thank you for the vast amount of research and the clarity and elegance of your presentations; thank you especially for the afternoon aesthetic experience that taught me to look more closely, to look for more than "the second and a half" people on average look at paintings in museums, to understand more fully the connection of the

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aesthetic to contemplation, to helping me to understand the spiritual at the foundation of at least some abstract art, and for helping me to understand that abstract art isn't--as I feared--a flight from the human, a flight from the physical. And thank you for your guest Jutta F. Anderson who made me understand Robert Rauschenberg's collages, their connections to our culture and our lives, the healing way one can dialogue with modern art that I had experienced only before in literature.

3. Thank you to Bill Hewitt for your bias toward the poor and oppressed, for being the type of historian you are, for teaching me--who teaches two of the courses in the historical foundation area--more about what it means to be an historian by the doing of history through primary vs. filtered sources. Thank you for your interest in Siouxland--which I share--and for the trip downtown. It is time to have our fund raisers raise money for an endowed chair in Siouxland Studies--now that we have you, Bill. The richness of what is here is not known; and what is not known is not valued; and what is not valued is destroyed.

4. Thank you Bob Condon for your interest in the topic of the mind-body connection, for your research, for Benson's book in which one non-hierarchical image helped me understand why I resisted our old way of expressing the connection--mind over matter--"In other words, these

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Buddhists are affirming in religious terms a 'unified theory' of reality, in which mind and body become one with outside physical phenomena to produce highly unusual results." Thank you for the introduction to us--members of the Academy and/or the dancing ring--of the need and importance of meditation, silencing the clatter within--especially since I have a lot it, much of which I enjoy. And thank you for the tapes on meditation.

5. Thank you Herb Kuehne for the exciting books and articles and lectures on culture and medicine. Payer's insights into our American "quick-fix, give me a pill" culture are not only personally useful but reinforce both the insights about American culture gained in other readings and lectures and the need to reestablish the "mind-body" connection. Thank you too for helping us to learn "to do" Anthropology, for bringing our guests, especially for Andy Thundercloud, the medicine man and physician's assistant.

6. Thank you Paul Weber for your ability to bridge the two cultures, for your sensitivity to our needs, for your fine papers, for your research on play that made me think even more deeply about our busy American culture which mitigates against both contemplation and the play necessary to be creative. And thank you for the dancing atoms.

One last thank you, to Carol Bly, for her ability to embody for us the power and necessity of story-telling. Many of the lectures used this need to "story-tell" as part of their key ideas: Paul, you asserted the need for scientists as well as all of us as teachers to tell the "good stories" of our discoveries; Sr. Mary, you used story-telling as the first step in your model for paradigm change, and both books you chose talked about the need for people to begin telling their stories. I will gather all these references to ponder and reflect. To Carol Bly also for reminding us that there are some words--and words refer to and invoke realities--that need to be spoken once again in our culture, words such as integrity, honesty, evil, good.

One last reflection before presenting one last paradigm. Many of us in the department of English have shared our grief with each other at the seeming disinterest of students and our culture in the very literature we not only teach but find our meaning within. FIPSE has taught me the marginalized position of so many of our disciplines. "Telling our stories" to each other has meant hearing of the pain of not being understood nor valued. It did not surprise me that this was the story of art, nor should it have that it was the story of theater. What surprised me was to learn it was also the story of the sciences. Knowing our "can do" American culture, none of this should be

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surprising, nor that throughout our country the most crowded major field of study is Business and Accounting. To return to the first paradigm, perhaps it is time for the children of the old woman to hold a family reunion, recognize her lineage in each other, reclaim our human inheritance, and unite, embrace, and hold like the dancing atoms.

To the last paradigm. Having begun with a housing image--the old woman and her brood in a shoe--let me end on one, a haiku read beautifully by Jeanne during Mary Ann's presentation, a paradigm for contemplation:

Since my house burned down
I now have a better view
Of the rising moon.

RELEVANCE OF A LIBERAL ARTS EDUCATION FROM THE PERSPECTIVE OF ART

The nature of art has always been the conscious or subconscious question of both artist and viewer. The reflective approval of the earliest artist, some 35,000 years ago (from existing examples), still goes on today in the mind and the hand of the artist. At any point in time whether seen in linear or cyclical history, the artist has been most conscious of "the liberal arts". The liberal arts simply being the complexity of the human dynamic in an ever changing and developing context. To know the context is to know the liberal arts. To affect the context is the work of the artist as icon maker or communicator. To work in other visual manners or apply the artistic context would be the work of the artisan.

Today, the artist must be able to locate and position one's work in the liberal context of philosophy, history, psychology, science, technology, etc., simply and primarily to guarantee the nature of art in its most essential reality. This is not a popular or cultural convention but a necessity.

The liberal arts are by their very nature a necessity, a necessity of truth and reflection.

Bad taste, kitch, popular art are by their very nature out of context and only relevant as symptomatic anamolies of a dysfunctional culture and intellect.

The artist is affected by the culture and has the options (for better or worse) of:

--engaging a reflective consciousness.

--commenting or editorializing on the myriad facets of culture.

--producing what the culture demands.

--becoming a tool of culture.

--or becoming a solipsistic introvert.

The artist needs the perspective of the liberal arts much more than linear Renaissance perspective.

The artist needs the objectivity of critical thinking in philosophy.

The artist needs the same creative play that the scientist employs.

The artist needs the "wonder" of the prophets.

The artist needs to know why we are here from the perspective of the historian.

Without the liberal context the artist is confined to an exile of technique as I'm sure would also be true of the other liberal disciplines.

My own thinking has broadened over the past month, my "context" enriched. I still hold to art as an absolute aesthetic reality and truth strictly on its own terms--but now I see art's richness and beauty in a much more significant context.

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I see the liberal arts as complex but whole--I also see art as complex but whole. To see the whole, that's the beauty--to see the liberal arts as whole may be the most significant.

The liberal arts are complex modes of knowing, inquiry and forms of language. The liberal arts give us all these languages in our process of becoming and evolving. The liberal arts afford us passage into the world without which we would become myopic--unable to contribute to the common good, much less experience the "good life".

The greatest "liberal artists" whether they be mathmetician, theologian, painter, chemist, writer, scientist, were contemplatives. They moved back and forth with great elegance between contemplation and formation--repeating this process over and over again until the two activities fused. It is at this point of fusion that secret becomes awareness and awareness becomes wholeness and wholeness becomes the "good life".

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RELEVANCE OF A LIBERAL ARTS EDUCATION FROM THE PERSPECTIVE OF A BIOLOGIST

or

LIFE IN THE OCEAN

or

THE PORPOISE OF LIFE

I think I have a better understanding of who historians, theologians, artists, psychologists, sociologists, and chemists are and how they think now than I did three weeks ago. I have also gained some insight into what's important to each of us as members of this community. I am curious to know what images come to mind when you think of a biologist. I'm amused by Robert Wallace of the University of Florida who wrote the following:

> To the layman the word biologist often conjures up the image of a balding little man whose right shoe squeaks as he pads through endless aisles of dusty books all written in Latin. Others may visualize butterfly chasers leaping gleefully through the brush with their nets poised, or birdwatchers peering through field glasses in the cold, wet dawn in hope of catching one glimpse of the rare double-breasted seersucker. Perhaps these images do fit some biologists. But biology is also much more. Many biologists search for the mysteries of life in clean, well-lit laboratories, amid tinkling glassware. About

> fifteen years ago it was said that a biologist is one who thinks that molecules are too small to matter, a physicist is one who thinks that molecules are too large to matter, and anyone who disagrees with both of them is a chemist. Perhaps it is true that the biologist whose scope is limited to molecules must periodically be convinced of the existence of the platypus, but no one else has been able to explain to the birdwatcher how a tiny hummingbird has the energy to cross the Gulf of Mexico. The dividing lines between these disciplines will undoubtedly become less distinct as time passes and more parts are fitted into the "great picture." (Wallace, Biology: the World of Life, 3rd ed., Goodyear, 1981)

How do I see myself? Picture this - I, as a biologist, am a porpoise, and the world of biology in which I am immersed is the ocean. Above the ocean is the air which contains gasses, which we will call the Liberal Arts, and these permeate the ocean. I swim precariously about the ocean observing its complexity and curiously examining the life and structure of the other living things about me. But because of my nature, the longer I remain immersed in my own world the stronger becomes my need for air and the urge to break the surface and leap to satisfy this craving. Following my brief moment of levitation, I plunge back into the ocean to continue my quest, temporarily renewed by the inhalation of that most essential matter. Although as I swim about my ocean I am embraced by and conscious of this ever-present

matter, it's form is diluted and less apparent, and so I am once agair driven to move back into the air to derive more benefit from it.

This is how I feel that the liberal arts and general education relate to my discipline. As I go about the business of doing biology, their presence may seem diluted and not so apparent to the casual observer, but to me they permeate biology and my teaching just as air permeates the ocean. For example, in Biology 101, one of the empirical foundation courses, we talk about social behavior, we place events anc ideas in historical perspective, we observe the aesthetic aspects of nature; we discuss the ethics of such activities as pollution and genetic control, we analyze and speculate about population growth and other things, we debate issues like world hunger, we examine problems of a biological nature in other countries cognizant of thier culture and of international politics, and so forth and so on. No foundation area goes untouched. It is not until all of these areas have been brought to bear on biological issues that responsible and informed decisions can be made concerning them.

We have each asked the question "What is the relevance of a liberal arts education to my discipline?" but I also ask the question "What is the relevance of my discipline to the liberal arts?" I believe that the role of the biologist in a liberal arts college is not the same as the role of a biologist in a large, research-based, university. In the latter setting because of its structures I would agree with Robert Wallace when he says:

> Because science is limited to testable evidence, it can provide answers only to certain kinds of questions. Unfortunately the confusion between science and religion has often blurred the issues, but science cannot, by definition, resolve questions either of faith or of "right" and "wrong." Thus science cannot tell us whether there is a God since any such Being, by definition, could choose not to be examined. Science also cannot tell us whether war is good or bad or whether capital punishment or abortion is immoral, since such statements would have to be based on some system of values about what is good or bad. However, science can measure certain physiological responses and arbitrarily tell us at some point whether an organism is dead or alive. And science can measure the effects of certain conditions on living organisms and tell us the effects of birth and death rates on population size. And scientists can tell us what bombs do to children. (Wallace, Biology: the World of Life, 3rd ed., Goodyear, 1981)

Perhaps science by its strictest definition cannot answer these questions, but scientists who are enriched by the liberal arts can begin the process. In a liberal arts college we are called to me more than just biologists. We need to recognize that we are only part of the whole, a piece of the larger picture. We need to learn for ourselves how we relate to the other pieces and then to share this knowledge with our students. To do this we need to move out of our disciplines from time to time. Although I know that I spend much of

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my time immersed in biology, I eventually sense the desire, the need, to break the surface and move about in the other disciplines around me, if only momentarily, and take these essential experiences back into my world. FIPSE has been one of these times and the experiences that I have had over the past three and a half weeks will certainly accompany me back into my world.. The FIPSE presentations and discussio ns have left me with a sense that the dividing lines among disciplines are indeed becoming less distinct as time passes and more pieces are fitted into the "great picture."

Michael J. Hand

Dept. of History and Political Science

"The Relevance of a Liberal Arts Education from the Perspective of Political Science"

While a liberal education and "general education" are not synonymous, I will use them in a similar fashion in this discussion, except when to do so would muddy the water even more than it already is.

We have all heard someone say that general education or if you wish the "breadth requirements" are something you have to get over as quickly as possible so that you can get to the important courses in your major-(where disciplines would argue is location of the real knowledge).

Perhaps some of the my own bias can be attributed to teaching in a discipline which does not offer a major-or a discipline where, some might argue students never can acquire the "real knowledge". My perspective is also conditioned by being a student of politics and one who has been actively engaged as well. It reflects a recognition that in politics one must continually deal with the interplay of information, knowledge and values. The issue may be as silly as how many times to collect the garbage. Cost-benefit analysis may tell us to collect it once a week, as a study suggested here in Sioux City suggested. But politics also involves human values. And

people simply said "we don't want it sitting in our garages for a week in the heat of the summer". What is the wise person to decide? Sometimes one finds the stateperson of Aristole whose decisions reflect wisdom, often not.

To be a citizen in a democratic society, in a highly technological age means at the very least knowing how to frame questions of experts which will elicit information with sheds light on problems and issues. But it also means having a passionate commitment to values by which to judge possible solutions and outcomes. A liberal education should equip the individual to play that citizen role. And all disciplines of the college can play an important part in that liberal education.

Yet, at another level we also need to recognize that the discipline divisions which we view as so important are to the typical undergraduate student not only not known but largely irrelevant. As a frosh advisor I have become aware that there is a type of wisdom which students bring to the college experience by not being aware of the contemporary compartmentalization of knowledge. While they may not all come to college to receive an education; neither do they come to be transformed into an atomistic economic person, or political person, or psychological or biological person. I would argue that for many there is an integration already there, not always well articulated or sophisticated, which a liberal arts education should enhance rather than inhibit.

In any case, not having political science majors, I must at times legimitize my continued existence on some grounds other than the "wait until you get to your major". My courses tend to be service courses for other areas, or courses related to general education requirements. A part of the great "breadth experiment".

At times it would seem that breadth is thought to be simply a function of the variety of courses presented or disciplines encountered within the construct of some arbitrary classification system, for example within our various categories of "ways of knowing". Can we assume that the simply classification into modes of thinking and the somewhat arbitrary division of parts of the curriculum into these categories means that actual liberal learning take place or is it left to accident. For example, assuming for the moment that a major is important - is the same introductory course appropriate for the major sequence and for general education. If we were to ask ourselves what is it that the student should acquire from this course, under the condition that it is the only course in the discipline which they will take, would we in fact design the major prerequisite course and the general education course in the same way? I tend to think the general education course would be different. My own experiential bias led me some years ago to drop the Introduction to Political Science course entirely, because it seemed terribly redundant given other introductory courses in the social sciences. I am not suggesting that all follow suit, but that we spend time reflecting on the

nature of the introductory courses for general and liberal education. I am certainly willing to rely on the knowledge and wisdom of my colleagues although I do have a serious problem with the growing number of prerequisites is the college catalogue. And I am also concerned that each disipline insure that students complete some integrating experience other than frosh Liberal Arts.

I am also concerned that given the time spent studying general education at Briar Cliff, that we might think the task is completed. I have placed the basic American Government course in the historical consciousness foundation. This came a surprise to some. Perhaps it reflects the fact that I have spent twenty-two years in a combined department with history. But more importantly it grew out of a concern over the presentness of students and their lack of historical awareness. It grew out of my understanding of what a liberally educated student should have acquired to operate as a citizen in a democratic society. I am not at all sure I would have place this course in the same category fifteen years ago, or that I would make the same argument ten years from now. Perhaps I sound to much like a child of the 60's but I am not arguing that all should be relative but that what is of critical importance for a liberally educated person is contextual to a degree. That what a liberally educated persons need today is not entirely the same as fifteen years ago.. And needs to be more contextually determined than the fixed but updated introductory texts and courses might suggest. FISPE again reminded me of the importance of dialogue

with colleagues from a variety of areas if I am to have even a glimpse of that context.

We know from experience here at Briar Cliff and also from the literature of Higher Education that there has been considerable debate over what should actually constitute "general education" for the liberal arts student- or perhaps more apt what is needed to be a liberally educated career-oriented college student. One can of course have a specific set of core course requirements: Western Civilization etc., rely on distribution requirements, or as we have tried at Briar Cliff to view "modes of thinking" or general education foundations. We say in our catalogue that "Students complete the foundations listed below by passing courses which have been certified to provide the requisite learning experience". I find certified to be an interesting use of words, reflecting a litigation pron society. FISPE has caused me to reflect more upon the question of "what is the requisite learning experience" in a given course.(we may wish to bring Ruggiero back to chair a certification committee) For example, I know that the way problems and more importantly issues have been framed in my Constitutional Law course will be different. I am not proposing to move it from the Formal Thinking category, but rather I have had to reflect more on how I can insure that in fits within this category of learning experience in a more direct and engaging way. In other words in a way by which student can give evidence of logical thinking rather than simply be able to analyze the decisions of another. That while they understand that in sense

the Constitution is what the Supreme Court says it is; that I also have provided them with the opportunity to have intellectually struggled with the question about the merits of these opinions. And that they are able to develop their own judgements which reflect the difference between tentativeness and relativity within the context of a set of value based commitments.

A more general concern, which this summers work has forced upon me is with the idea that "in the interest of breadth, six of the first eight required courses must come from different disciplines and none may be a course in the students major discipline". Does that say that having courses from all these disciplines ensures breadth, does it say that each discipline in itself lacks breadth and by implication those who teach them? This summer has once again reminded me of what it means to be a liberally educated mentor and advisor.

As a rather arrogant sophomore college student, I remember going into a professor's office and saying that I wanted to take his two semester History of Political Philosophy Course. He told me it was open only to senior majors. And that since I was a sophomore and and an economics major I should come back when I was both enlightened and a Senior. I remember saying to him that as bored as I was at this point, that my coming back in two years as a senior was unlikely. After further conversation he allowed me to take the course. And the subject became one of the great passions of my life. It is my hope that a liberal education at Briar Cliff will never preclude by prerequisites

and "requirements" people from following the dictates of what may only be up to that point a kind of visceral knowledge, to use Sr. Grace Ann's terms. I hope that as liberally educated mentors and advisors we continue to reflect on the differences between information, knowledge and wisdom. That we will continue to engage but not clone.

DARROW M. WATT

Sunflower sampler evokes famous Van Gogh painting.
Longest-lasting as cut flowers are small-flowered varieties.
Snip just as flowers open, display in heavy vase

If Van Gogh had seen these sunflowers . . .

New colors, sizes, habits, and still just as easy to grow

Presented by

MICHELLE NEMMERS, OSF
FIPSE II, 1990

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Sunflowers from a Liberal Arts Perspective

Biology

Geography

HISTORY

Technology

PSYCHOLOGY

Nutrition

ECONOMICS

Poetry

NURSING

AGRICULTURE

Art

Mathematics

Zen

PHILOSOPHY

Theology

SUNFLOWERS from a LIBERAL ARTS PERSPECTIVE

Michelle Nemmers, osf
Department of Mathematics/CS
FIPSE II, 1990

We have been considering INFORMATION, KNOWLEDGE AND WISDOM.

My question is, DO WE REALLY KNOW ANYTHING?
My answer is, TO KNOW SOMETHING WE NEED TO KNOW IT FROM A LIBERAL ARTS PERSPECTIVE.

I would like us during the next few minutes to strive to KNOW a sunflower.

First from the perspective of:

BIOLOGY: A sunflower is a plant of the genus Helianthus, of the family asteraceae. The common sunflower is an annual herb with a rough hairy stem 3-15 ft. high, coarsely toothed, has rough leaves 3-12 in. long, and heads of flowers 3-6 in. wide specimens and often 1 ft. or more in cultivated types. The disk flowers are brown, yellow or purple; the ray flowers are yellow. The oval hairy leaves are arranged in spirals.

GEOGRAPHY: The sunflower is native primarily to North and South America and is cultivated in the Soviet Union, England and other parts of Europe, Egypt and India for the seeds and their yellow sweet oil.

HISTORY: Sunflowers are aptly named for the Greek god Helios. In 1903 they were named the state flower of Kansas. Louis XIV, France's Sun King, used them as a symbol of his reign.

PSYCHOLOGY: "No other flower can infuse children with such excitement, as they watch seeds planted at the beginning of summer vacation grow into ten-foot giants with nodding heads by mid-summer." The Many Faces of Sunflowers, Smittle.

TECHNOLOGY: The seeds are compressed to obtain the oil which is considered equal to olive or almond oil for table use.

ECONOMICS: The sunflower plant is valuable from an economic as well as an ornamental point of view. Sunflower oilcake is used for stock and poultry feeding. The oil is used in soap and paints and as a lubricant. The seeds may be eaten dried or roasted or ground to make bread and a coffee-like beverage.

NUTRITION: (See information on seed package, etc.)

NURSING: Some people may be allergic to the plant and it is recommended that it be handled by a person wearing gloves.

AGRICULTURE: In mild climates, March is a good time to start planting. Choose a spot with full sun and well drained soil. Flowers usually face southeast so plant for the best view of them. To plant, turn the soil and sow seeds about an inch deep and 6 inches apart. Keep moist until germination. Thin seedlings to about 2 feet apart. In ordinary garden soil, sunflowers won't need fertilizing. You'll get bigger flowers and more strongly anchored plants with regular deep watering. Minimize mildew, dry plants, extract seeds, secrete toxins so negative to pole beans etc.

POETRY:

AH, SUNFLOWER
William Blake

Ah, Sun-flower! weary of time
Who contest the steps of the Sun,
Seeking after the sweet golden clime
Where the traveller's journey is done:

Where the Youth pined away with desire
And the pale Virgin shrouded in snow,
Arise from their graves, and aspire
Where my Sun-flower wishes to go.

The sun-flower is weary of time because of its heliotropic bondage; nature has condemned it to the perpetual cycle of counting the steps of the sun. Each twilight it watches the sunset, and desires to be in that sweet golden clime on the western horizon, where all journeys would seem to be done. To repress energy is to join the sunset, and yet still to aspire after it. The three WHEREAS are the same. The Sun-flower desires to go where the sun sets; that heaven is where the Youth and Virgin are resurrected to the rewards of their holy chastity. They arise, and they still aspire to go to their heaven, but that is where they already are. They have not escaped nature by seeking to deny it.

ART: You may recall that several years ago Van Gogh's painting SUNFLOWERS received a good deal of attention when it was sold for a monumental sum to a Japanese collector. Actually, during the summer of 1887, Van Gogh did three paintings of sunflowers, none of which reflect the Neo-impressionist influences so evident in his self portrait. By concentrating on the innate exaggerations of the flower, he was able to focus on concerns that transcended the merely aesthetic. The flame-like petals and the cross-hatching of the face of the flower attest to his fascination with what he would later call the "symbolic language" of nature.

Charles S. Moffett
Vincent Van Gogh, p. 8

MATHEMATICS: What Moffett refers to as cross hatching are actually two distinct sets of spirals radiating clockwise and counterclockwise, with each set made up of a predetermined number of spirals. Most daisies have 21 and 34. Similar arrangements of opposing spirals are found in pine-cones scales 5:8, the bumps on pineapples 8:13, and many plants which have spiral leaf growth.

This phenomenon is all the more mysterious by its relationship with a certain mathematical sequence known by the nickname of its medieval discoverer, Leonardo (Fibonacci) of Pisa. The Fibonacci sequence is produced by starting with 1 and adding the last two numbers to arrive at the next: 1, 1, 2, 3, 5, 8, 13, 21, 34, 55... Note that the spiral ratios already noted correspond to two adjacent Fibonacci numbers.

The Fibonacci numbers have many interesting properties:

1. The sum of the first n Fibonacci numbers is

$$u_1 + u_2 + u_3 + \ldots + u_n = u_{n+2} - 1$$

2. $u_1^2 + u_2^2 + \ldots + u_n^2 = u_n \cdot u_{n+1}$

A SPIRALED FLOWER

The diagram above reveals the double spiraling of the daisy head at right. Two opposite sets of rotating spirals are formed by the arrangement of the individual florets in the head. They are also near-perfect equiangular spirals. There are 21 in the clockwise direction and 34 counterclockwise. This 21:34 ratio is composed of two adjacent terms in the mysterious Fibonacci sequence.

3. If we arrange the binomial coefficients in Pascal's triangle in the following triangular array, the lines connecting the numbers in the ascending diagonals are such that the sum of the numbers on any diagonal is a Fibonacci number.

4. $u_{2n} = u_{n+1}^2 - u_{n-1}^2$

5. A Fibonacci number is even iff its index is div by 3.
A Fibonacci number div by 3 iff its index is div by 4.
...is div by 4 iff its index is div by 6.
...is div by 5 iff its index is div by 5.
...is div by 7 iff its index is div by 8.

~~More generally~~, u_n is div by u_m iff n is div by m.

6. It is also true that the ratio of consecutive Fibonacci numbers tends to the number as the index increases. Approximately 1.6176. This number is called the golden ratio. There are problems concerning fibonacci numbers who solution is unknown.

ZEN: For a time I studied Zen, read the Jesuit Johnston's book, Christian Zen and followed suggestions in another volume, which suggested that I try to identify with the sunflower by meditating upon it for a period of 15 minutes or more and then with eyes closed, draw the flower.

THEOLOGY: "See the lilies of the field. They neither work nor spin. Yet your father in heaven takes care of them." Mt 6:28-33

PHILOSOPHY: Is mathematics invented and then applied to nature or is is it used to describe what the mathematician discovers in nature?

CONCLUSION:

KNOWLEDGE HAS A DYNAMIC QUALITY.

Somehow, I think appreciating "something" from these many ~~points of~~ perspectives, even though we don't always directly communicate ~~all of~~ them to our students, will enrich their lives and contribute to their development as persons.

Each of the FIPSE II presentations has led me to ask how we really KNOW a thing. Perhaps,
By naming it - even with acronyms, by studying it using the scientific method, by experimenting with it using our technologies, by referring to journals, fiction.

or Is a lot of it so much NOISE? Perhaps by meditating on it and trying to identify with it, as St. Francis did.

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Echo Fields
July, 1991

THE RELEVANCE OF A LIBERAL ARTS EDUCATION FROM THE PERSPECTIVE OF A SOCIOLOGIST

Americans admire "know how." This idea is not original with me. I acquired it from Kurt Vonnegut's novel Player Piano, written in 1952. The story is about Ilium, New York after some apocalyptic war. (Vonnegut had been working in the PR department of General Electric in Ithaca, New York. . . .) This is how Vonnegut described it:

> Ilium, New York, is divided into three parts.
>
> In the northwest are the managers and engineers and civil servants and a few professional people; in the northeast are the machines; and in the south, across the Iroquois River, is the area known locally as Homestead, where almost all the people live.
>
> If the bridge across the Iroquois were dynamited, few daily routines would be disturbed. Not many people on either side have reasons other than curiosity for crossing.
>
> During the war, in hundreds of Iliums over America, managers and engineers learned to get along without their men and women, who went to fight. It was the miracle that won the war--production with almost no manpower. In the patois of the north side of the river, it was the know-how that won the war. Democracy owed its life to know how. (p.9)

You'll remember that Reich also included a quote from Player Piano at the beginning of one of his chapters. Reich's tripartite division of the labor force bears an unsettling resemblance to Ilium. The symbolic analysts run the world while the routine producers oversee the machines and the in-person servers create a pleasant and charming atmosphere for consumers. That part of the book frightened me. It's an old fear of course--the fear that machines and computers and the people who design them will make most human beings obsolete. It's a variation on the "mad scientist" theme in literature and film--that people who are too smart for their own good become arrogant enough to think that they have god-

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like powers. They end up destroying other people or themselves. It's a fear of knowledge without compassion and humility, of the triumph of human science over aesthetics, or ethics, or god. Weber, who thought the march of science was unstoppable referred to this process as "the disenchantment of the world."

Now, think about the Gulf War. Think about the smart bombs and the Patriot missiles. Think about the cameras on the noses of ordnance so that we could get a a bomb's-eye view of the destruction of targets. Think about the speeches by Bush and Powell and Cheney and Schwarzkopf and the news that was so carefully manipulated that Joseph Goebbels must be looking on with admiration from his little corner of perdition. "It was the know-how that won the war. Democracy owed its life to know-how."

Some sociology is reduced to know-how, to what C. Wright Mills called "abstract empiricism." There are sociologists who aspire to be "rigorous." From computer tapes or disks, they take data which mathematically describe aspects of various large groups of people's behavior or thought, run the numbers through various sophisticated statistical procedures and harvest "truth" from the tractor-feed on their printers. It would be unfair to reject all this work as worthless; it's not. The problem lies in the vapid and sometimes insidious motivations for doing this research. So much of it is done just for the sake of getting some publications out. So much of it is done just to get a grant. So much of it is done without concern about how the information will be used, by whom, against whom. Weber talked about a science as a vocation, as a "demon who holds the very fibers of his life." Sociologists who tear science out of the liberal arts, who reduce it to mere know-how, have no such vocation. Regrettably, many people seem to think that this is all sociology is.

All of the truly great sociologists, our trinity of Marx, Weber and Durkheim, were first and foremost, liberal artists. There is, for instance, no way to separate Marx's economics from political philosophy, from the poetry he wrote as a young man, from the man who's radicalism was inspired by simple moral outrage. This is a passage from Capital.

In the last week of June, 1863, all the London daily papers published a paragraph with the "sensational" heading, "Death from simple over-work." It dealt with the death of the milliner, Mary Anne Walkley, 20 years old, employed in a highly respectable dressmaking establishment, exploited by a lady with the pleasant name of Elise. The old, often-told story was now revealed once again. These girls work, on an average, 16 1/2 hours without a break, during the season often 30 hours, and the flow of their failing "labour-power" is maintained by occasional supplies of sherry, port or coffee. It was the height of the season. It was necessary, in the twinkling of an eye, to conjure up magnificent dresses for the noble ladies invited to the ball in honour of the newly imported Princess of Wales. Mary Anne Walkley had worked uninterruptedly for 26 1/2 hours, with sixty other girls, thirty in each room.... At night the girls slept in pairs in stifling holes into which a bedroom was divided by wooden partitions.... Mary Anne Walkley fell ill on the Friday and died on Sunday, without, to the astonishment of Madame Elise, having finished off the bit of finery she was working on. The doctor, a Mr. Keys, called too late to the girl's deathbed, made his deposition to the coroner's jury in plain language: "Mary Anne Walkley died from long hours of work in bedroom." In order to give the doctor a lesson in good manners, the coroner's jury thereupon brought in the verdict that "her death had been accelerated by over-work in an overcrowded work-room, etc."

"Our white slaves," exclaimed the *Morning Star*, the organ of the free-trading gentlemen Cobden and Bright, "our white slaves, who are toiled into the grave, for the most part silently pine and die." (p.364-365)

Anyone who wants to understand Marx, must also read Dickens--and vice versa. Or consider the footnotes in Capital. One finds references to: Guillot de Paris, a medieval French poet; *Don Quixote*--a particular favorite of Marx's; Aristotle's *Republic*; Goethe, *Faust*; the book of Revelations; John Locke; Montesquieu; St. Jerome; Dante, *Divine Comedy*;

and on and on. Perhaps if more of those who have made revolutions in Marx's name had been liberal artists, the history of this century might have been less disheartening.

I ask your pardon if this seems arrogant, but it has always seemed to me that sociology was the quintessential liberal arts discipline. From the beginning, it synthesized philosophy, art, law, science, history, literature, anthropology--all the forms of knowing about what humans think, do, know and feel. All of the liberal arts are the subject of sociological inquiry AND the genesis of the "sociological imagination." To be perfectly frank, I think that the best of the work done in the liberal arts is all really sociology in disguise.

Let me conclude with C. Wright Mills' advice on "intellectual craftsmanship." He laid out eight principles, which I think are pretty valid for any liberal artist:

> 1. Be a good craftsman: Avoid any rigid set of procedures. Above all, seek to develop and to use the sociological imagination. Avoid the fetishism of method and technique....
> 2. Avoid the Byzantine oddity of associated and disassociated concepts, the mannerism of verbiage.... Avoid using unintelligibility as a means of evading the making of judgments upon society--and as a means of escaping your readers' judgments upon your own work.
> 3. Make any trans-historical constructions you think your work requires; also delve into sub-historical minutiae.... And never write more than three pages without at least having in mind a solid example.
> 4. Do not study merely one small milieu after another; study the social structures in which milieux are organized.... Do not be merely a journalist, however precise a one. Know that journalism can be a great intellectual endeavor, but know that yours is greater!...
> 5. Realize that your aim is a fully comparative understanding of the social structures that have appeared and that do now exist in world history. Realize that to carry it out you must

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avoid the arbitrary specialization of prevailing academic departments.....

6. ...continually work out and revise your views of the problems of history, the problems of biography, and the problems of social structure in which biography and history intersect. Keep your eyes open to the varieties of individuality.... Use what you see and what you imagine, as the clues to your study of the human variety.

7. ...Try to understand men and women as historical and social actors, and the ways in which the variety of men and women are intricately selected and intricately formed by the variety of human societies. Before you are through with any piece of work...orient it to the central and continuing task of understanding the structure and the drift...of your own period, the terrible and magnificent world of human society in the second half of the twentieth century.

8. Do not allow public issues as they are officially formulated or troubles as they are privately felt, to determine the problems you take up for study. Above all, do not give up your moral and political autonomy by accepting in somebody else's terms the illiberal practicality of the bureaucratic ethos or the liberal practicality of the moral scatter. Know that many personal troubles cannot be solved merely as troubles, but must be understood in terms of public issues--and in terms of the problems of history-making. Know that the human meaning of public issues must be revealed by relating them to personal troubles--and to the problems of the individual life.

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Relevance of a Liberal Arts Education from the Perspective of My Discipline

by

Ralph A. Swain

FIPSE Summer III

July 31, 1991

My involvement as a participant during FIPSE Summer II convinced me to apply for a role as presentor during FIPSE Summer III. I'm glad I did. The sharing of formal papers, afternoon experiences, open discussion, hearty lunches and the FIPSE pot luck was wonderful. The feeling of my being back in graduate school for a brief period was challenging and invigorating. I learned much from my research and the research of collegues. The free exchange of ideas is what the liberal arts is all about.

I am fortunate to be teaching in a discipline in which virtually any subject matter can legitimately be discussed. My academic department places a strong emphasis on the journalistic profession. Any subject matter can instantly become "the news" or, at least, "newsworthy"...a new scientific discovery, a revolution half a world away, a controversial court decision, the demise of yet another species, an environmental disaster, and so on.

Journalism requires its practitioner to be knowledgeable about a myriad of subjects where much of the information may be totally unrelated to the other--from acid rain to the Berlin Wall, from psychology to oil spills, from local government to nutrition, from porpoises to poverty.

FIPSE has reinforced my belief that in order for the journalist not to accept mediocrity in this profession which, by its very nature, forces one to be a Jack of all

trades and master of none, the student must find some underlying foundation and overarching link that will guide her.

With all the tools of technology upon which the media has become dependent, it is vital that the "humane" element remain in control. General education can ensure that this humane element remains. Sensitivity, balance, understanding, tolerance, wisdom and compassion can provide the links to critical and creative thinking--"journalism with a conscience."

I have searched for the best technique that will enhance student thinking and learning. In my search for the ideal formula, I have found that there is none. Rather, it is a combination of teaching methods. My testing methods have been both written and oral, objective and essay. In the past, I have given some students the option of meeting in a group seminar separate from the rest of the class with no written exams and grading based solely upon five brief research papers on selected topics presented orally. I have also collected student journals. In class techniques have included guest speakers, a panel of media professionals, demonstrations, use of audiotape, videotape, film, overheads, slides, library readings, resource center assignments and so on. I have used individual student presentations, whole class discussions, the Socratic questioning methods and straight lecture.

Each class seems to have its own dynamic and energy.

What works for one class may not necessarily work as well for another. Hence, changing techniques and emphasis "in mid stream" may be called for to maintain the momentum of student attention, interest and learning. I will skip material and even an exam if the dynamics of a particular class warrant. Once, I dumped almost 20 percent of the course material because the students were so heavily involved and interested in the discussion topics, particularly when we centered on ethical issues.

Virtually all the disciplines at this liberal arts college are food for thought, study and discussion within my discipline. There is never a shortage of relevance.

My end-of-FIPSE paper last summer was entitled "Rejuvenation of the Mind." My experiences in FIPSE Summer III has again rejunvenated me and my eagerness to facilitate the students' need to explore themselves and their world.

I hope this institution can discover a way to continue the momentum created by three FIPSE summers. Perhaps, the Faculty Development Committee could underwrite a week-long mini-FIPSE each summer and find a way for each and every discipline and faculty member to be touched by the legacy of FIPSE in the coming years.

TOWARD AN ECOLOGY OF KNOWLEDGE: A PROPOSAL TO DEVELOP FACULTY FOR GENERAL EDUCATION

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GENERAL GOAL: STRONGER AND MORE INFORMED INTEREST IN GENERAL EDUCATION

Objective A: To Provide Opportunity for Interdisciplinary Scholarly Dialogue

Activities	Outcomes
1. Faculty will participate in the summer colloquia.	1. Participating faculty will have updated information in the liberal arts.
2. Faculty will teach in the summer colloquia.	2. Original research will result in presentation and publication.
3. Participating faculty will develop one course proposal for the LA 400 Integrative Foundation course for seniors. This proposal will specify the complementary discipline to be involved.	3. Three new LA 400 Senior Liberal Arts Colloquia will be offered.

Objective B: Teaching Will Incorporate a General Education Focus

Activities	Outcomes
4. Summer presenters will select and purchase resource materials for the summer presentations.	4. New materials will be available for faculty use in course work.
5. The description of courses in the six general education foundation areas will be revised to make it clearer how this course represents the particular general education foundation area.	5. Students taking courses in the six foundation areas from participating faculty will learn the course's function in and relevance to general education.
6. Facilitators will emphasize the incorporation of new material into existing courses in the curriculum.	6. Participants will expand their teaching to include material or subject matter from the summer colloquium.
7. Faculty participants will develop one mini course proposal	7. Six new mini courses will be offered.

Objective C: Advising Will Incorporate a General Education Focus

Activities	Outcomes
8. Participating faculty will read and study in liberal arts areas outside of their own particular areas of expertise.	8. Faculty participants will emphasize general general education courses in their advising.
9 Participating faculty will write and share papers during the summer on the relevance of a liberal arts education from the perspective of their discipline.	9. Participating faculty will better understand the significance of a liberal arts education from the perspective of the various disciplines.
10. Participating faculty will be exposed to current perspectives within the six intellectual foundation areas.	10. Participating faculty will be more informed about the six general education foundation areas.

Objective D: To Recognize Scholarly Activity Within a General Education Focus

Activities	Outcomes
11. Participating faculty will offer their perspective on the relevance of a liberal arts education to faculty and students in their respective departments.	11. Non-participating faculty and majors in departments that are involved in the summer colloquia will gain a better understanding of the relevance of a liberal arts education.
12. The established and very successful Faculty Development Committee will sponsor an event for all faculty and students during the school year following the summer colloquia. The event will feature some aspect of the summer colloquia, e.g., an interdisciplinary faculty panel composed of the previous summer's six presenters and scheduled to address the theme "The Good Life."	12. Giving visibility to faculty who have been active.
13. Freshmen in LA 101 (Term I) or LA 102 (Term II) will be given the option of receiving credit for attendance at the Faculty Development Committee's sponsored event by using it for an LA reflection paper.	13. Freshmen will attend the Faculty Development Committee's sponsored event.

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IN THE GLOBAL VILLAGE"
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DOCUMENTS

(A) TIMELINE AND SELECTION PROCESS FOR SUMMER III
OVERVIEW OF THREE-YEAR COLLOQUIA SEQUENCE
LIST OF INTELLECTUAL FOUNDATIONS

(B) ROLE AND RESPONSIBILITIES OF FACULTY PARTICIPANTS (20)

(C) APPLICATION FORM FOR PARTICIPANTS

(D) ROLE AND RESPONSIBILITIES OF FACULTY PRESENTERS (6)

(E) DIRECTIONS AND APPLICATION FORM FOR PRESENTERS

(F) ROLE AND RESPONSIBILITIES OF FACULTY FACILITATOR (1 EACH SUMMER)

(G) ROLE AND RESPONSIBILITIES OF THE FACULTY DEVELOPMENT COMMITTEE

(H) ROLE AND RESPONSIBILITIES OF THE CONSULTANT/EVALUATOR AND THE ON-CAMPUS EVALUATION FACULTY

(I) ROLE AND RESPONSIBILITIES OF THE VISITING SCHOLAR IN THE LIBERAL ARTS

(J) ROLE AND RESPONSIBILITIES OF THE PROJECT DIRECTOR

A

FIPSE
SUMMER COLLOQUIUM
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1. TIMELINE AND SELECTION PROCESS FOR SUMMER III
2. COLLOQUIUM DESCRIPTIONS
3. FOUNDATIONS

THURSDAY, OCTOBER 11, 1990 3:00-4:30 p.m. Noonan Lobby Refreshments	FACULTY DEVELOPMENT COMMITTEE HOSTS FIPSE III. Explanation of the project by the Project Director, Summer III Facilitator, and previous Participants/ Presenters from Summer II.
OCTOBER 11-19, 1990	INDICATE INTEREST: Serious interest in Summer III: "Unity and Pluralism in the Global Village" - as a participant (or) - as a presenter/participant. Those faculty indicating an interest in serving as a Presenter will be asked to submit proposals. A roster of potential Presenter and Participants will be compiled from those who indicate an interest in Summer III: "Unity and Pluralism in the Global Village" and who meet <u>any</u> of the following criteria: 1. openness to engage in cross-discipline dialogue 2. be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas 3. consider presenting one of the lectures.
FRIDAY, OCTOBER 19, 1990	"INTEREST" DEADLINE FOR SUMMER III
FRIDAY, OCTOBER 19, 1990	FORMS DISTRIBUTED TO PRESENTERS. Presenters must be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas.
FRIDAY, NOVEMBER 30, 1990	DEADLINE FOR PROPOSALS FROM FACULTY INTERESTED IN SERVING AS A PRESENTER
TBA	MEETING OF FIPSE SELECTION COMMITTEE; - Project Director - Faculty Facilitators - Faculty Development Committee - Academic Dean

A. Faculty Presenters and their topics are selected.

Guidelines:
1. Presenters must be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas
2. From the proposals received, one Presenter from each of the six foundation areas will be selected on the basis of
   a. scholarly quality
   b. representativeness of the mode of thought of its foundation area, and
   c. perceived relevance to general education.

NOTE: Every attempt will be made each summer and throughout the three years to give the opportunity to each to as broad a range of disciplines and faculty as possible, while addressing our major concern for the theme and the quality of the summer programs.

B. Remaining thirteen Participants are selected.

Guidelines:
1. These positions will be filled first from those who submitted an "Interest" in Summer III (by October 19, 1990)
2. Those faculty who filed a proposal for Summer III and have not participated in Summer I or II will receive a higher priority.
3. They will be filled, insofar as possible, to achieve a representative spread among the disciplines

NOTE: Faculty who did not participate in Summer I or Summer II will receive priority for Summer III.

WEDNESDAY, JANUARY 16, 1991	ANNOUNCE SUMMER III SLATE OF PRESENTERS/PARTICIPANTS
FRIDAY, JANUARY 18, 1991	PRESENTERS BEGIN RESEARCH AND PLANNING and they meet regularly with the Facilitator of Summer III (through June 1991).
JANUARY-FEBRUARY, 1991	SELECTION OF THE VISITING SCHOLAR IN THE LIBERAL ARTS BY THE: - Project Director - Faculty Facilitator - Six Faculty Presenters
MARCH-MAY, 1991	TWO ORIENTATION MEETINGS WITH TWENTY PARTICIPANTS TO DISCUSS ROLES/EXPECTATIONS
LAST WEEK OF JUNE, OR FIRST WEEK OF JULY, 1991	INTRODUCTION AND PREPARATION FOR THE SUMMER III COLLOQUIUM: "UNITY AND PLURALISM IN THE GLOBAL VILLAGE"

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Overview of Three Year Colloquia Sequence

We will have a sequence of three one-month colloquia that will address three major themes: The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions;" "Wisdom, Knowledge and Information;" and "Unity and Pluralism in the Global Village." These topics derive from essential concerns about the world which our students will inherit and shape, and with our hope that they will learn to seek and practice the examined life which alone is worth living.

THE GOOD LIFE: MATERIAL, SPIRITUAL, AESTHETIC, PSYCHOLOGICAL AND INTELLECTUAL DIMENSIONS

Philosophy and religion have enjoined us to seek and practice a good life derived from virtue, but today "the good life" has also come to mean affluence and conspicuous consumption. As our students try to define the good life for themselves, they encounter advice and goals comprising the whole range of the disciplines. In a world which includes both great abundance and great need, what truly is the good life?

WISDOM, KNOWLEDGE AND INFORMATION

According to Walter Ong's study, Orality and Literacy, the teaching most valued in preliterate societies was that of wisdom, but it was usually distilled from the knowledge gained from personal experience and transmitted orally. With the rise of printing, knowledge became transmissible across continents and generations in fixed and detailed forms. In our own time, the "information revolution" is changing the very structure of our perceptions of the world and challenging our ability to create and find meaning. In becoming part of that revolution, are we foregoing the stability of our heritage and a sense of wisdom which guided our forebears?

UNITY AND PLURALISM IN THE GLOBAL VILLAGE

Notwithstanding our endless political and religious factions, we must acknowledge that we inhabit a global village of information, and a spaceship earth of one environment. And however much we would wish that all nations of the earth would agree in beliefs and practices toward each other and toward nature, division among ourselves remains an inescapable fact. How shall the world accommodate pluralism and yet preserve a healthful, stable place to live?

These three topics are intended to develop a world view which conceives of each discipline and each individual in the light of larger concerns. Implied in this three-pronged course of study is the notion that the examined life is bound up with the examination of cultural institutions. The three topics are essential to the faculty's preparation to fulfill the stated intent of the six general education foundations — "to expand students' awareness of themselves and their world, strengthen their ability to think independently, and equip them to lead the examined life."

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FOUNDATIONS AND THEIR DESCRIPTIONS

AESTHETIC FOUNDATION

Provides ability to comprehend the formal and expressive reality of human-made forms in the various dimensions of the fine arts. This intellectual activity should expand the knowledge and appreciation of these forms and of their application throughout history. This foundation requires two courses, taken from two different disciplines.

EMPIRICAL FOUNDATION

Provides an examination of the physical world and of human behavior and institutions by means of scientific modes of thinking and attempts to find truth through the testing of hypotheses and objective examination of data. This foundation requires a course in the physical life sciences as well as one course in the behavioral sciences.

MULTI-CULTURAL FOUNDATION

Provides experience which attempts to understand cultures different from one's own in an atmosphere that dissolves prejudice and promotes imaginative identification with the distant and the other.

FORMAL THINKING FOUNDATION

Provides instruction in logical thinking, critical analysis and abstract speculation.

HISTORICAL CONSCIOUSNESS FOUNDATION

Provides appreciation of the temporal development of both the human community and its social and cultural forms.

RELIGIOUS/ETHICAL FOUNDATION

Provides explicit examination of the religious or ethical dimensions of the human person.

INTEGRATIVE FOUNDATION

Provides experience in relating various fields of knowledge and modes of thinking.

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ROLE AND RESPONSIBILITIES OF
FACULTY PARTICIPANTS (20)*

1. Attendance at
   (a) Three introductory meetings prior to the colloquium
   (b) July colloquium
      (1) morning lectures and afternoon learning experiences
      (2) lectures by the visiting scholar in the Liberal Arts
      (3) three days of sharing of papers and wrap-up with the consultant/evaluator

2. Actively participate in the dialogue setting and complete all outside assignments.

3. Serve as responder to at least two faculty lectures (out of the 12 scheduled)
   - there will be three to four responders per lecture. Each participant will respond to two lectures.
   - at least two days in advance of the lecture, the responder will receive from the lecturer a copy of the upcoming lecture or a 5-7 page summary of the lecture.
   - after the presenter's lecture, each responder will give a brief 3-5 minute informal response intended to foster general discussion, pose questions, make connections, communicate insights and reflections, etc.

4. Write and share (orally and in writing) with fellow participants a paper entitled "Relevance of a Liberal Arts Education from the Perspective of My Discipline." These papers will be compiled and sent to FIPSE as documentation. There is a possibility that some or all of these papers might also be compiled for distribution "in house" to share the results of the summer with our colleagues.
   Finish by July 30, 1991
   Length: 2-3 double-spaced pages, or more, if you feel inspired.
   Presentation of paper on July 30 or 31 (5-10 min. plus discussion).
   Suggested questions to address in your paper:
   - how my mind/perspective has changed over the month
   - what insights I have gained into my own discipline or liberal education in general
   - how would I now "sell" liberal education to students and others?
   - how will my behavior be different in classes, advising, etc.
   - how can I incorporate general education into my classes?
   - ideas for course proposals elaborated and reflected on.

5. Offer your perspective on your paper ("Relevance of a Liberal Arts Education...") to faculty and students in your department during Term I of 1991-92.
   Suggestions:
   - schedule a meeting with colleagues and majors to discuss these issues.
   - invite students to your dept. meeting and devote the meeting to the discussion of your paper and general education issues.
   - write an article in your department newsletter.
   - team up with one or more other FIPSE participants and hold an interdepartmental "convocation" on your "Relevance..." papers.

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[OVER]

6. Develop one course proposal for the LA 400 Integrative Foundation course for seniors.
   Complete by July 31
   Include the following:
   - tentative title of course
   - complementary department or discipline with whom you will work.
   - brief description of the course (one paragraph).

7. Develop one mini course proposal.
   Complete by July 31
   Include:
   - tentative title
   - brief description (one paragraph)

8. Revise course descriptions of the general education courses you teach to clarify their relationship to the general education foundation they represent. The new descriptions should be included in your syllabus and in the course description booklet. The description should consist of a brief paragraph explaining in what way the course fulfills the general education foundation.
   Complete by July 31

   Those who already include such a description may turn in the existing description.

   Those who teach no general education courses are exempt.

9. Be willing, if asked, to participate in an FDC sponsored event during the school year following the summer colloquia.

10. Participate in pre/post surveys, evaluation, etc.

* Faculty who have not participated in previous summers will receive priority.

STIPENDS

The twenty faculty Participants will receive a stipend of $1,000 each payable at the end of the summer colloquium month.

C

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PARTICIPANT APPLICATION FORM

FIPSE SUMMER III: 1991

___ I am interested in being a Participant in Summer III.

___ I am also interested in being one of six Presenters for Summer III. (Faculty indicating an interest in serving as a Presenter will be asked to submit proposals).

A roster of potential Presenters and Participants will be compiled from those who indicate an interest (above) and who meet any of these criteria:

1. is open to engaging in cross-discipline dialogue
2. is teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas
3. is considering presenting one of the lectures.

PLEASE SIGN AND RETURN TO JUDY WELU BY
FRIDAY, OCTOBER 19, 1990

We wish to begin a list of possible Visiting Scholars for Summer III. Midway through the colloquium this individual will present two lectures, offering her/his special insights while at the same time working as a scholar among scholars.

This Visiting Scholar in the Liberal Arts will address the major theme for the summer ("Unity and Pluralism in the Global Village") from the vantage point of her/his speciality or discipline.

When you hand this form in, please suggest the name(s) of a possible Visiting Scholar whom you would recommend for the colloquium. These individuals will be contacted and a list of interested scholars will be submitted to the selection committee.

Name (and address if you know it) _____

Name (and address if you know it) _____

D

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ROLE AND RESPONSIBILITIES OF FACULTY PRESENTERS (6)

1. Assume the role and fulfill the responsibilities of a faculty Participant. Presenters must be teaching one of the six foundation areas or have clearly demonstrated expertise in one or more of the six foundation areas.

2. Prepare and deliver two lectures and plan and supervise two accompanying learning experiences.

   Faculty members chosen as Presenters will be notified as soon as possible so that their research and planning can extend throughout the rest of the year. Funds for necessary expenditures will also be available then. (See "Funds for Activities/ Materials" [over]). When faculty agree to be Presenters, they contract to conduct scholarly research in an area in which they have not done extensive previous work — but which may be tangential to extensive work they have done. In addition to literature search, research here may include reviews of non-scholarly but relevant material such as films, visits to sites, interviews, and other field research. From this research, Presenters will prepare two lectures and furnish the written texts or abstracts of those lectures in advance to the panel responders; however, it will not be necessary (or advisable) to deliver the lectures directly from the texts. The lectures should be directed to an audience comprising a range of disciplines rather than to colleagues within the presenter's specialty. Along with each lecture, the presenter will plan and supervise an involving learning activity for the participants, e.g. a lab, a field experience, a problem-solving task, or a reflective writing activity.

   The year's facilitator will schedule several meetings with the six Presenters prior to the colloquium. He/She will also be available at other times for support in consultation, writing, and logistics and will oversee the expenditure of funds for activities/materials.

3. Together, with the Facilitator and the Project Director, select the Visiting Scholar in the Liberal Arts.

4. Assist the Consultant/Evaluator in pre/post testing and in wrap-up.

STIPEND

The six faculty who serve as Presenters will receive a stipend of $1,000 payable at the end of the summer colloquium month. (This is in addition to their stipend as a Participant.)

See other side for "Funds".

[OVER]

AVAILABLE TO FACULTY PRESENTERS ARE:

Funds for Activities/Materials such as:

1. preparation of lectures and/or learning experiences requiring visits to off-campus sites, e.g. libraries.

2. the purchase of books, slides, films, lab materials, etc. for preparing for and delivering lecture and for the structured learning experience (12 lectures/learning experiences).

3. guests' and teleconference persons' stipends for 12 lectures/learning experiences.

4. electronic library searches.

5. the purchase of books for the 20 colloquium participants.

E

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DIRECTIONS AND APPLICATION FORM FOR PRESENTERS

Please complete the attached application as fully as possible. Applications are due on November 30. First readings will take place shortly thereafter.

The topic for this third FIPSE summer is described as "Unity and Pluralism in the Global Village." The original FIPSE grant application elaborated the theme in the following way:

> Notwithstanding our endless political and religious factions, we must acknowledge that we inhabit a global village of information, and a spaceship earth of one environment. And however much we would wish that all nations of the earth would agree in beliefs and practices toward each other and toward nature, division among ourselves remains an inescapable fact. How shall the world accommodate pluralism and yet preserve a healthful, stable place to live?
>
> These three topics are intended to develop a world view which conceives of each discipline and each individual in the light of larger concerns. Implied in this three-pronged course of study is the notion that the examined life is bound up with the examination of cultural institutions. The three topics are essential to the faculty's preparation to fulfill the stated intent of the six general education foundations — "to expand students' awareness of themselves and their world, strengthen their ability to think independently, and equip them to lead the examined life."

During the summer colloquium, this theme will be considered in light of our general education foundation areas: aesthetic, formal thinking, empirical, historical consciousness, multi-cultural, and religious/ethical.

Your two discipline based proposals should address the general theme from the perspective of one of the General Education Foundations. Let your own general education guide you, but focus your proposed studies so that you will amply represent one of BCC's six formal Foundations.

Ordinarily the Faculty Presenters will already be teaching in the Foundation Area which he or she selects. Crossing over to represent another area, however, is possible. If you choose the latter option, be sure to clearly demonstrate your expertise in one or more of the six foundation areas.

Faculty completing this form propose research and investigation topics in the foundation area related to their discipline or area of expertise and if selected, become Faculty Presenters to the colloquium.

Every attempt will be made each summer and throughout the three years to give the opportunity to teach to as broad a range of disciplines and faculty as possible, while addressing our major concern for the theme and the quality of the summer programs.

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APPLICATION FORM FOR PRESENTERS

NAME _____

POSITION _____

DEPARTMENT _____

DEGREES _____

_____

1. Circle the Foundation Area you wish to represent:

Aesthetic	Ethical/Religious	Formal Thinking
Empirical	Historical Consciousness	Multi-Cultural

Are you teaching in the Foundation Area you circled above?

_____ Yes _____ No

2. List below the Foundation Area(s) you teach in and the Foundation courses you have taught.

Foundation	Course No. and Title	How many times have you taught this course (include courses scheduled for 1990-91).

3. If you are not teaching in the Foundation Area you circled above in No. 1, state here your expertise in the Foundation Area you are applying for (as well as your expertise in other Foundations, if pertinent).

FILL IN THE FOLLOWING SHEETS WITH THE REQUESTED INFORMATION ON YOUR TWO PROPOSED LECTURES.

"UNITY AND PLURALISM IN THE GLOBAL VILLAGE"

FOUNDATION: _____

LECTURE #1

1. State here the topic you would like to research.

2. How, at this point, do you see your topic relating to the summer theme, "Unity and Pluralism in the Global Village?"

3. How does your proposed topic relate to the foundation that you wish to represent?

4. Would you give us something on your general background of interest in the topic (stated above in No. 1).

[OVER]

5. Please list sources where you would begin your research or which you have already collected on your "future reading" shelf just for this topic.

6. Have you any thoughts about the kind of learning experience you might develop for your experiential session? You need not have any yet, but a description of one or two possible experiences might help the readers appreciate your proposal more accurately.

"UNITY AND PLURALISM IN THE GLOBAL VILLAGE"

FOUNDATION: _____

LECTURE #2

1. State here the topic you would like to research.

2. How, at this point, do you see your topic relating to the summer theme, "Unity and Pluralism in the Global Village?"

3. How does your proposed topic relate to the foundation that you wish to represent?

4. Would you give us something on your general background of interest in the topic (stated above in No. 1).

[OVER]

5. Please list sources where you would begin your research or which you have already collected on your "future reading" shelf just for this topic.

6. Have you any thoughts about the kind of learning experience you might develop for your experiential session? You need not have any yet, but a description of one or two possible experiences might help the readers appreciate your proposal more accurately.

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ROLE AND RESPONSIBILITIES OF FACULTY FACILITATOR (1 EACH SUMMER)

1. Assume the role and fulfill the responsibilities of a Participant.

2. With the Project Director, introduce the FIPSE Project to the faculty and help to fulfill the work and goals of the project.

3. Meet regularly with the Project Director.

4. Help select the six Presenters and foundation paper topics, remaining Participants, and the Visiting Scholar in the Liberal Arts.

5. Meet regularly with the six Faculty Presenters.

6. Will be available to the Presenters for support in consultation, writing, and logistics.

7. Familiarize the Faculty Presenters with the funds available to them for necessary expenditures and oversee the expenditure of funds for activities/materials.
   a. in their preparation of lectures/learning experiences prior to the colloquium requiring visits to off-campus sites, e.g. libraries
   b. in the purchase of books, slides, films, lab materials etc. for preparing for and delivering lecture and for the planned learning experience (12 lectures/ learning experiences)
   c. the stipends available for guests and teleconference persons for 12 lectures/ learning experiences
   d. funds for library search
   e. purchase of books for the twenty Participants

8. Arrange discussion session(s) on teaching/learning for the six Faculty Presenters as needed.

9. Will encourage Faculty Presenters to publish their research findings, lectures and learning experiences in professional conferences and journals.

10. Introduce the Foundational Lecture/Presenter and direct the sharing of Participants' response papers at the end of the month.

11. Will emphasize the incorporation of new material into existing courses in the curriculum.

12. Review with the Participants, their role and responsibilities.

13. Assist the Consultant/Evaluator in pre/post testing and in wrap-up.

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ROLE AND RESPONSIBILITIES OF THE FACULTY DEVELOPMENT COMMITTEE

I. In addressing continuity, the Faculty Development Committee, a standing committee of the faculty, agreed to take responsibility for continuing general education development among the faculty through its "Fully Funded Events" and/or "Sponsored Events" accounts. This committee determines the policies, programs, and accompanying budget allocations within its annual budget; this commitment to general education includes setting some of the monies aside beginning in 1989-90 (grant, pg. 22).

II. A) On October 11, 1990, FDC sponsors a general discussion session on the project and Summer III for all faculty. (Project Director and Summer III Facilitator explain the project.)

B) FDC will assist the Project Director, Facilitators and Academic Dean in the selection of the Faculty Presenters.

C) FDC will assist the Project Director, Facilitators, and Academic Dean in the selection of the remaining Participants.

D) The Faculty Development Committee will sponsor an event for all faculty and students during the school year following the summer colloquia. The event will feature some aspect of the summer colloquia, e.g. an interdisciplinary faculty panel composed of the previous summer's six presenters and scheduled to address the theme "Unity and Pluralism in the Global Village." (Grant objective, D.12.)

NOTE: Freshmen in the interdisciplinary course LA 101 (or 102) will be given the option of receiving credit for attendance at this FDC sponsored event by using it for an LA reflection paper. Faculty will be asked to encourage their junior/senior majors to attend this event. Students in the upper level interdisciplinary course, LA 400, will be invited to attend. (Grant objective, D.13.)

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ROLE AND RESPONSIBILITIES OF CONSULTANT/EVALUATOR AND ON-CAMPUS EVALUATION FACULTY

Consultant/Evaluator

1. Visits to campus twice each year for Year I and Year III (once in Year II), one of which is the last three days of the workshop.

   (The visit to campus for pre-project evaluation was to occur in the fall of 1988, however, discussion with the Consultant/Evaluator in late spring 1988 indicated that his fall 1988 visit to campus would not be necessary. The On-campus Evaluation Faculty agreed.)

2. The project Consultant/Evaluator will join the participants for these three remaining days each summer when each participant will share his or her response on "The Relevance of a Liberal Arts Education from the Perspective of My Discipline." He will conduct the final wrap up.

3. Recommendations for second and third year revisions in the colloquium as well as adaptations to produce a viable program for replication by others.

4. Preparation of an end-of-summer and end-of-project report to FIPSE.

   The Consultant/Evaluator's last visit will occur during the school year following the last summer session. He will complete a summative evaluation of the project at that time.

5. If the project is significant, assistance in the development of a format for use as a possible program at other small liberal arts institutions.

On-Campus Evaluation Faculty

1. Meet with the evaluator in summer 1988 to specify measures of evaluation (collection, testing, etc.)

2. Develop the evaluation instruments and their revision
   and/or
   review as necessary.

3. Direct the on-campus evaluation and collection of materials for the Consultant/Evaluator.

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ROLE AND RESPONSIBILITIES OF THE VISITING SCHOLAR IN THE LIBERAL ARTS

This outside visitor is assigned the work of addressing the major theme for the summer, "The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions," "Wisdom, Knowledge and Information" or "Unity and Pluralism in the Global Village," from the vantage point of his/her speciality or discipline. He/she should have superior credentials. This individual will be made cognizant of our New General Education Intellectual Foundations, the faculty-lecturers from those areas and the topics they plan to present in the summer colloquium.

1. Will present two lectures at mid-month (between the two sets of the six foundations), offering special insights while at the same time accepted and working as a scholar among scholars.

2. He/She is selected by the Project Director, the Summer III Facilitator, and the six Presenters for the summer.

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ROLE AND RESPONSIBILITIES OF THE PROJECT DIRECTOR

1. Communication with FIPSE.
2. Attendance at FIPSE Fall Workshops.
3. Maintain the Timeline.
4. Confirm the Consultant/Evaluator for the three-year project.
5. Communication with and organization of the Consultant/Evaluator's visits.
6. Initiate project each year along with the Faculty Facilitator and the Faculty Development Committee.
7. Participate in selection of:
   - six Faculty Presenters and foundation papers
   - remaining thirteen Faculty Participants
   - Visiting Scholar in the Liberal Arts.
8. Responsible for the budget.
9. With the Consultant/Evaluator and the Faculty Facilitators, the review and revision of the project for succeeding years (with input from the Presenters and Participants.)
10. With the Facilitators, plan for a dissemination project (with input from the Consultant/Evaluator, On-campus Evaluators, Participants and FDC).

DISTRIBUTION OF PARTICIPATING FACULTY BY DEPARTMENT AND ROLE

DEPARTMENT	PARTICIPANTS YEAR I	PARTICIPANTS YEAR II	PARTICIPANTS YEAR III
Art	*(A) •		
Biology	• •	• •	•
Business Adm./ Accounting			
Chemistry/ Physics	*(E & FT) •	*(E & FT) •	•
Education			
English	• •	*(A) *(MC) • •	*(A) • •
HPER		•	•
History/ Pol.Science	*(HC)	•	
Languages			
Mass Communications		•	*(HC)
Math/Computer Science	• • •	*(FT) • • • •	• •
Music			• • •
Nursing	•	*(E)	*(HC)
Psychology	*(E) •		
Sociology/ Social Work	*(MC) •	*(RE) • • • •	*(E) *(MC)
Speech/Theatre	•		
Theology/ Philosophy	*(RE)	•	*(RE)
Library		•	

Aesthetic (A); Empirical (E); Multicultural (MC); Formal Thinking (FT); Historical Consciousness (HC); Religious-Ethical (RE)

IN-HOUSE EVALUATION

IN-HOUSE EVALUATION METHODS

In-house evaluation was affected by the departure of the two original evaluators, both members of the psychology department. Midway through the grant period, they were replaced by a statistician from mathmatics and a writing/literature teacher from English. They retained most evaluation instruments but placed greater emphasis on the materials produced by the participants themselves.

While the faculty survey continued to serve as the chief indicator of overall understanding and commitment to general education, evaluators recognized that papers generated by participants also provided clear evidence of a stronger and more informed interest in general education. The in-house evaluators relied on the following materials for assessing impact of the colloquia:

---Participant journals
---Relevance papers
---interviews of participants and facilitators
---Revised syllabi
---Course proposals

OBJECTIVE A: TO PROVIDE OPPORTUNITY FOR INTERDISCIPLINARY SCHOLARLY DIALOGUE

Considering the limit of twenty positions each summer, the FIPSE colloquia reached a high percentage of faculty, providing exceptional opportunities for interdisciplinary scholarly dialogue. Of a faculty of 68, 43 different faculty members attended one of the three summers--63 %. Fifteen attended two summers; and three attended all three colloquia.

Of eighteen departments, fifteen were represented(See appendix C: Distribution of Faculty by Department and Role). Education, a two-person department, and Spanish, a one-person department, had turnover during these years. Business and Accounting faculty have such heavy summer school teaching they felt they had little opportunity.

Some faculty engaged in the colloquia with other departmental colleagues, making it almost a departmental development experience. Both members of the art department were in summer I; four members of the math department were in summer II; three of four in music attended summer III. Other departments sent members over several summers:

Chemistry, Biology, English, Nursing, Sociology, Theology/philosohpy.

The list of reading assignments and resource materials that follow in Appendix F reveal the breadth of material covered and the currency of issues dealt with during the colloquia. Faculty frequently felt alert to breaking issues:

e.g. Going to the Nobel Prize Conference at Gustavus Adolphus College when the topic was Chaos, after having read and discussed the material in the FIPSE colloquium,

e.g. Reading Page Smith's KILLING THE SPIRIT when the CHRONICLE OF HIGHER EDUCATION was running reviews and responses to his book.

Besides preparing the material for the colloquia, several faculty had their articles published in state or local journals.

---William Hewitt's work on Labor History in Sioux City will appear in the publication of the Iowa Historical Society.

---Paul Weber's "The Element of Play in Scientific Inquiry--a Lesson for the Liberal Arts" appeared in The Briar Cliff Review, Spring, 1990.

---Herbert Kuehne's "Are the Liberal Arts Relevant to Anthropology" appeared in The Briar Cliff Review, Spring, 1992

The senior capstone experience, Liberal Arts 400, benefitted greatly from the interdisciplinary dialogue generated by FIPSE. In these LA 400 courses, a team of two faculty from different disciplines design a course with seniors on a current or local topic. Students are supposed to contribute skills and background learned through their majors.
As part of FIPSE, each participant created a proposal for an LA 400 course. As one facilitator put it: "I feel more open to planning LA 400 classes with more people. Before I could have talked to half a dozen; now I could approach a couple dozen."

Four new LA 400s emerged from FIPSE: People and Technology; Heroes and Heroines; Freedom, Faith, and Fiction; and Listening to Siouxland.

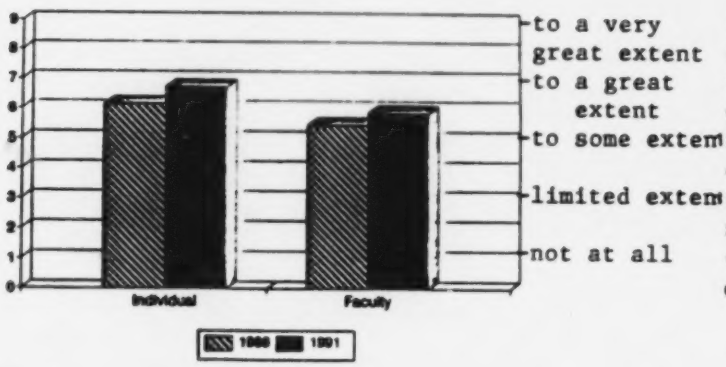
Survey results

The in-house instrument measuring faculty perceptions verified an increased college-wide interdisciplinary dialogue. For the final assessment, 56 surveys were returned by a faculty of 68 See Appendix D-3.

From six questions gauging outcomes for the first objective, note should be taken of the results of question 15. In the final assessment, faculty were more likely to see their colleagues as seeking renewal through professional scholarship and were even more likely to see themselves as renewing through this means.

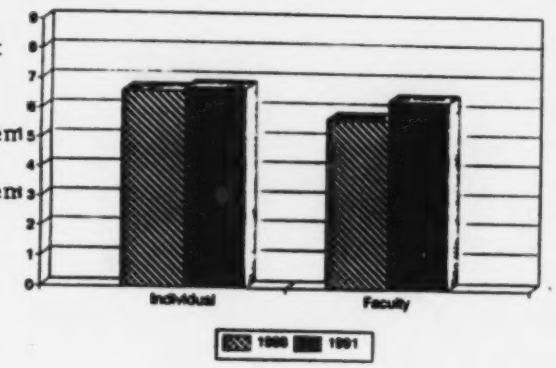
And for question 10, individual faculty have a slightly increased sense of modeling active learning in their classes and highly increased sense that faculty as a whole are modeling active scholarship.

Question 15



15-Renew oneself through professional scholarship

Question 10



10-Model active learning/scholarship

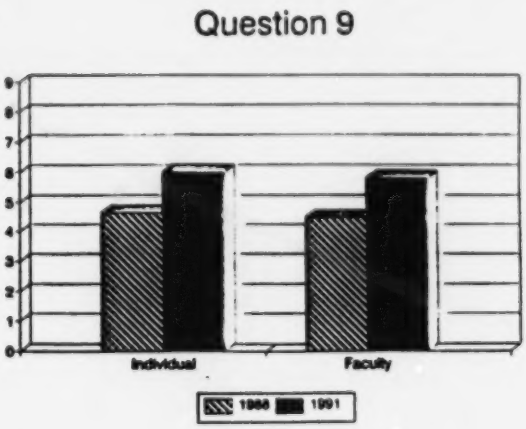
Objective B: Teaching Will Incorporate a General Education Focus

While the scholarly dialogue was the main and first objective of the grant, planners also assumed that teaching in a broad range of courses would reflect a stronger general education focus. Revised course syllabi reveal an increased emphasis on general education in courses across the curriculum. See Appendix D-6 for sample of syllabi.

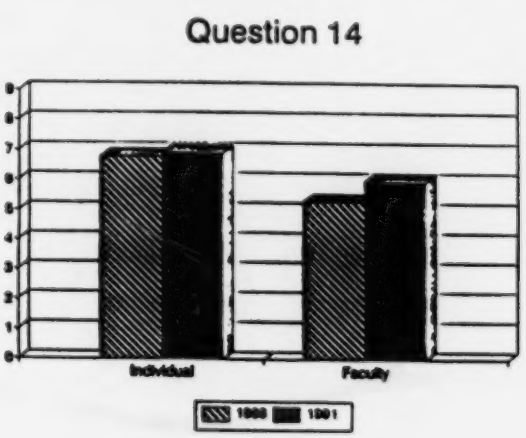
53 term course syllabi were revised during the three summers. 59 mini-course(one-hour)proposals were generated. Although the planners assumed that six new mini-courses would eventually be offered, only three have been offered by this date: Psychoneuroimmunology; Suffering and Caring, and Nurse as Healer. Evaluators note that the college's mini-course program is under study by the Academic Policy Committee and that heavy faculty loads have limited new offerings.

Evaluation instruments did not focus on monitoring the use of FIPSE resources in a range of classes. Anecdotal evidence indicates good usage of the resources purchased. Most of this material was purchased by eighteen faculty presenters who would tend to make use of these books and films in their classes. See Appendix D-2 for resources purchased. Another clear use has been made of these materials in the Freshman Liberal Arts Course.

The in-house final survey assessment gauged this objective through seven questions. See appendix D-3. Note the high increases for questions 9 and 14; these reveal that the faculty now see themselves individually and collectively as explaining their course's relationship with the liberal arts mission of the college to a great extent, where they once saw themselves as explaining it to a very limited extent. They now see their colleagues as highlighting the connections among fields of study to a great extent.



9-Explain a course's relationship with the liberal arts mission of the college



14-Highlight connections among fields of study

Objective C: ADVISING WILL INCORPORATE A GENERAL EDUCATION FOCUS

The third major objective of the grant was to affect faculty advising so that it reflected the stronger general education foundations rather than the weak distribution requirements of previous decades. In the past, faculty had to see that the student had three courses from humanities, three from social science, etc. Now faculty have to help in the selection of qualifying courses from six foundation areas.

In the presentations each summer, all six foundations were represented except for the absence of the historical foundation summer II. While the colloquia did not design a process for acquainting faculty with the syllabi of the qualifying courses, they provided them the opportunity to see the instructors of many of these courses in action.

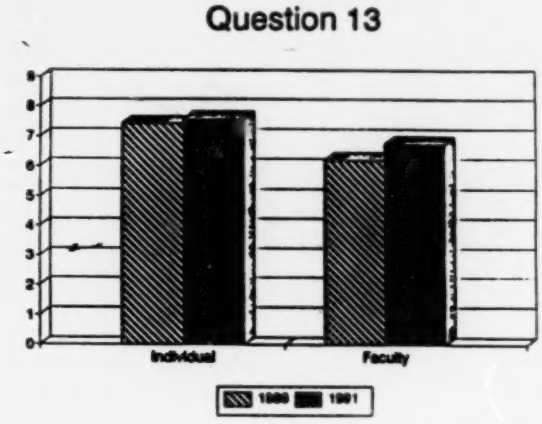
As one participant commented, "I know it has affected my advising. I am more aware of classes, can recommend people as I talk to students, can describe how a field relates to a student's needs." Or as one wrote on the final assessment: # 44: "Advising changes as a faculty member becomes interested and informed about other disciplines and other ways of looking at information."

The activity most responsible for this increased appreciation of interrelatedness of the disciplines and the liberal arts was the paper each participant was required to write: "The Relevance of a Liberal Arts Education from the Perspective of My Discipline". Many noted that the public reading and sharing of these "relevance papers" during the last two days provided a fitting climax to the colloquia.

Relevance papers(a sample of these sixty papers)are included here in Appendix H and are worthy reflections of the depth of interdisciplinary dialogue that occurred. Several of these sixty papers were shared in public forums after the summers and at least twelve departments held meetings where these relevance papers were shared. Two were printed in the Briar Cliff Review, the interdisciplinary journal of the college.

Five questions on the FIPSE assessment addressed the advising objective. Note that question 13 reveals that in 1988 the faculty saw themselves as individuals and as an entire faculty advising students to a great extent to seek a broad-based education. These responses resulted in the

highest scores on the survey. Even so, by the end of the FIPSE grant, the faculty individually and as a group increased their sense of such advising; these were the highest scores on the 1991 survey.



13-Advise students to seek a broad-based education

The original in-house evaluators attempted to gauge the FIPSE colloquia's effect on individual student advising; they prepared a survey which was given in 1989. When they passed on their responsiblities to the present evaluators, they recommended the survey be discontinued because too many variables were present to produce clear results.

Obective D: TO RECOGNIZE SCHHOLARLY ACTIVITY WITHIN A GENERAL EDUCATION FOCUS

The last objective of the grant was to recognize scholarly activity within a general education focus. Two events were sponsored for the college community to showcase FIPSE-generated research. Forty members of the community (including freshmen from the Freshman Liberal Arts program)attended these events.

Again departmental meetings were set aside each year for a discussion of the research and dialogue from the summer colloquia--"relevance papers" were shared with departmental colleagues. Interest in future colloquium attendance was generated at these departmental meetings.

An excellent indicator of the recognition achieved by in-house scholars was the collection of written comments received in response to the last assessment. This survey was given six months to three years after participation in the colloquia. See Appendix D-4.

FIPSE GENERAL GOAL: STRONGER AND MORE INFORMED INTEREST IN GENERAL EDUCATION

The in-house evaluators believe there is overwhelming evidence that the project undertaken at Briar Cliff and supported by the Fund for the Improvement of Post Secondary Education has developed in the participating faculty a stronger sense of the value of general education. Through vigorous colloquia over a period of three years, the faculty learned a great deal about the current issues in many of the disciplines and came away with a respect for the scholarship of their colleagues and a renewed sense of their own discipline's contribution to the sisterhood of sciences.

The most powerful single bit of evidence about the effectiveness of the FIPSE colloquia in developing a stronger and more informed interest in general education was not planned for when the in-house evaluators designed instruments for gauging the success of the project. But in the spring of 1991, the president of Briar Cliff was directed by the Board of Trustees to perform a complete institutional review. In addition to addressing budgetary needs, the review served as preparation for the report to the North Central Association of Schools and Colleges which will be composed in two years. The process took nine months and was completed in January of 1992. In the academic area, every department responded to review material. The results placed general education as one of three priorities of the academic division, "placed ahead of disciplinary majors". "--provide general education and developmental courses first to all sections of the college(day, evening, and weekend)" See full text in Appendix D-5.

FIPSE BASELINE ASSESSMENT

INSTRUCTIONS: In the first column circle the response to each statement that best describes YOUR behaviors and attitudes. In the second column circle the response that best describes the behaviors and attitudes of the BCC FACULTY. Since all answers are anonymous and confidential, please be as candid as possible.

	To what extent do YOU engage in each of these activities?					To what extent does the BCC FACULTY as a whole typically engage in each of these activities?				
	Not at all	To a very limited extent	To some extent	To a great extent	To a very great extent	Not at all	To a very limited extent	To some extent	To a great extent	To a very great extent
1. Make updates or revisions in courses taught										
2. Read journals/books in own specialty										
3. Seek professional dialogue/discussion with colleagues										
4. Encourage consideration of alternative perspectives by students in class										
5. Read about issues/topics of importance to other fields of knowledge										
6. Teach some interdisciplinary courses										
7. Use discussions, projects & other direct student participation during classes										
8. Encourage and reinforce colleagues' activities										
9. Explain a course's relationship with the liberal arts mission of the college										
10. Model active learning/scholarship										
11. Foster critical thinking in class activities										
12. Seek understanding of international realities										
13. Advise students to seek a broad based education										
14. Highlight connections among fields of study										
15. Renew oneself through professional scholarship										
16. Seek to refine teaching skills										

17. The goal of the FIPSE grant is to bring about stronger and more informed interest in general education. Please indicate below how you imagine that this grant might be important to you, a BCC faculty member:

CREDIT FOR DEVELOPING THIS FORM GOES TO DR. ALICE THIEMAN AND DR. KEITH VAN LOON, FORMALLY OF BRIAR CLIFF COLLEGE, WITH CRITIQUE BY DR. R. EUGENE RICE.

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FIPSE YEAR I
FACULTY RESOURCE LISTING

A Field Guide to the Aesthetic Experience by Jerry Farber, c. 1982

A World of Ideas by B. Moyers, c. 1989

Aesthetics, A Critical Anthology by George Dickie, c. 1989

Applications of Social Science to Clinical Medicine and Health Policy edited by Linda H. Aiken, c. 1986

Art as Religious Studies by Dour Adams, c. 1987

Art as seen in the Light of Mystery Wisdom by Rudolph Steiner, c. 1984

Art, Creativity and the Sacred edited by Diane Apostolos-Cappadona, c. 1983

City, Town, and Countryside: Northwest Iowa and the Ecology of Urbanization... by William Silag, c. 1979

Concerning the Spiritual in Art by Wassily Kandinsky, c. 1977

Conflict and Peace in the Modern International System by Evan Luard, c. 1988

Culture of Technology by Arnold Pacey, c. 1983

Existential Pleasures of Engineering by Samuel C. Florman, c. 1977

Fear and Courage by S.J. Rachman, c. 1989

Good Life Index: How to Compare Quality of Life Throughout the U.S. and Around the World by H.M. Conway, c. 1981

Good Life and Its Pursuit by Jude P. Dougherty, c. 1984

Good Life; Alternatives in Ethics by Burton F. Porter, c. 1980

Healing the Wounds: A Physical Looks at His Work by David Hilfiker, c. 1987

Highbrow/Lowbrow; The Emergence of Cultural Hierarchy in America by Lawrence W. Levine, c. 1988

How We Understand Art; A Cognitive... by Michael J. Parsons, c. 1987

Living with Chronic Illness by Robert Anderson, c. 1988

Lost in the Land of Oz; Our Myths, Our Stories, and the Search For... by Madonna Kolbenschlag, c. 1988

Magazines for Libraries, 6th edition by Katz, c. 1989

Medical Anthropology by George M. Foster, c. 1978

Medieval Women's Visionary Literature edited by E.A. Petroff, c. 1986

Ordered to Care; The Dilemma of American Nursing, 1850-1945 by Susan M.Reverby, c. 1987

Poverty and Progress; Social Mobility in a Nineteenth Century City by Stephen Thernstrom, c. 1964

Poverty and Public Policy in Modern America by Donal T. Critchlow, c. 1989

Prime Out; Livestock Raising and Meatpacking in the U.S., 1607-1983 by Jimmy M. Skaggs, c. 1986

Psychoneuroimmunology by Robert Ader, c. 1981

Puzzles About Art; an Aesthetics Casebook by Margaret P. Battin, c. 1989

Religion as Art; an Interpretation by Thomas Martland, c. 1981

Religious Art from the Twelfth to the Eighteenth Century by Emile Male, c. 1982

Sacred Interconnections: Postmodern Spirituality, Political Economy, and Art edited by David Ray Griffin, c. 1990

Security and Economy in the Third World by Nicole Ball, c. 1988

So Human an Animal by Rene Dubos, c. 1984

Socialism in the Heartland; the Midwestern Experience, 1900-1925 by Donald T. Critchlow, c. 1986

Strangers in the Land; Patterns of American Nativism 1860-1925 by John Higham, c. 1988

Surplus Powerlessness by Michael Lerner, c. 1986

Technics and Praxis by Don Ihde, c. 1978

The Technological Society by Jacques Ellul, c. 1967

The Spiritual Image in Modern Art by Kathleen Reiger, c. 1987

The Lost Sisterhood; Prostitution in America 1900-1918 by Ruth Rosen, c. 1982

The Common Good and U.S. Capitalism by Oliver F. Williams, c. 1987

The Visual Arts and Christianity in America by John Dillenberger, c. 1989

The Healing Heart by N. Cousins, c. 1983

The Prophetic Imagination by Walter Brueggeman, c. 1978

The United Nations and the Maintenance of International Peace and Security by U.N. Institute for Training and Research, c. 1987

The Work Ethic in Industrial America, 1850-1920 by Daniel T. Rodgers, c. 1978

The American Myth of Success; from Horatio Alger to Norman Vincent Peale by Richard Weiss, c. 1988

The Illness Narratives; Suffering, Healing and the Human Condition by Arthur Kleinman, c. 1988

Transforming Feminism by Maria Riley, OP, c. 1989

Uneasy Virtue; The Politics of Prostitution and the American Reform Tradition by Barbara Meil Hobson, c. 1987

Urban Masses and Moral Order in America by Paul Boyer, c. 1988

Women; Models of Liberation by Marie Anne Mayeski, c. 1988

Work Without Salvation by James. B. Gilbert, c. 1977

LEARNING RESOURCES CENTER

Christian Meditation (two sets of three tapes) by Main

SLIDES ADDED TO ART DEPARTMENT/HISTORY DEPARTMENT COLLECTIONS

Fifty slides from "The Spiritual in Art: Abstract Painting 1890-1985," exhibit curated by Maurice Tuchman, LA County Art Museum

One hundred slides from various sources on the spiritual in art

Two hundred slides on Sioux City history and architecture

FIPSE YEAR II
FACULTY RESOURCE LISTING

Alien to Femininity: Speculative Fiction and Feminist Theory by Marlene S. Barr, c. 1987

Artificial Intelligence Programming, 2nd. ed. by E. Charniak, c. 1988

Comics As Culture by Thomas M. Inge, c. 1990

Comics and Their Creators: Life Stories of American Cartoonists by Martin Sheridan, c. 1977

Craft and Consciousness: Occupational by Joseph Bensman, c. 1991

Cultural Literacy: What Every American Needs to Know by E.D. Hirsch, c. 1988

Culture, Inc.: The Corporate Takeover of Public Expression by Herbert I. Schiller, c. 1989

Dancing at the Edge of the World by Ursula K. LeGuin, c. 1989

Different Worlds: A Sociological Study of Taste, Choice and Success in Art by Liah Greenfeld, c. 1989

Fantasy: The Literature of Subversion by Rosemary Jackson, c. 1981

Feminism and Science Fiction by Sarah LeFanu, c. 1989

Future Females: A Critical Anthology by Marlene Barr, c. 1981

God's Fool: The Life of Francis of Assisi by J. Green, c. 1985

Goodbye Gutenberg: The Newspaper Revolution of the 1980s by Anthony Smith, c. 1980

High-Tech Society: The Story of the Information Technology Revolution edited by Tom Forester, c. 1989

How to Lead with Genius: Work of Wisdom for the Common Sense manager by Walter P. Von Wartburg, c. 1991

I Light the Lamp by Ruth I. Hansten and Marilynn Washburn, c. 1990

Information Literacy: Revolution in the Library by P. Breivik et.al., c. 1989

Information Anxiety by Richard Wurman, c. 1989

Information Anxiety: What to do When Information Doesn't Tell You What You Need to Know by Richard S. Wurman, c. 1990

Mirrorshades by Bruce Sterling, c. 1986

Naked Before the Father: The Renunciation of Francis of Assisi by R. Trexler, c. 1989

On Becoming a Leader by Warren Bennis, c. 1989

Positions and Presuppositions in Science Fiction by Darko Suvin, c. 1988

Power Shift: Knowledge, Wealth, and Violence at the Edge of the 31st Century by Alvin Toffler, c. 1990

Pricing the Priceless: Art, Artists, and Economics, c. 1989

See, Hear, Interact: Beginning Developments in Two-Way Television by Maxine Holmes Jones, c. 1985

Tales of St. Francis: Ancient Stories for Contemporary Living by M. Bodo, c. 1988

The Geometry of Biological Time (Biomathematics, vol. 8) by A.T. Winfree, c. 1990

The Computerized Society: Living and Working in an Electronic Age by Edward Cornish, c. 1985

The Ethics of Care and the Ethics of Cure by Watson and Ray, c. 1988

The Doctor's Book of Home Remedies by Debora Tkac, c. 1990

The Unexpected Universe by Loren Eiseley, c. 1972

The Knowledge Executive: Leadership in an Information Society by Harlan Cleveland, c. 1989

The Information Society as Post-Industrial Society by Y. Masuda, c. 1981

The Media Monopoly, 3rd. ed. by B. Bagdikan, c. 1990

Theoretical Issues in Natural Language Processing by Yorick Wilks, c. 1989

Unequal Access to Information Resources: Problems and Needs of the World's Information of Poor by J. Lang, c. 1988

Waste Disposal in Academic Institutions by James a. Kaufman, c. 1990

What Curriculum for the Information Age? by M. White, c. 1987

Wired Cities: Shaping the Future of Communications by W. Dutton, c. 1987

Woman as Healer by J. Achterberg, c. 1990

Women of Vision; Essays by Women Writing Science Fiction by Denise DuPont, c. 1988

FIPSE SUMMER III

American Indians: Social Justice and Public Policy edited by Donald E. Green and T. Tonnesen, c. 1991

Black Women Writers 1950-1980: A Critique edited by Mari Evans, c. 1984

Black Women Writers at Work by Claudia Tate, c. 1983

Black Folk Here and There: An Essay In History and Anthropology by St. Clair Drake, c. 1990

Critical Essays on Toni Morrison by Nellie McKay, c. 1988

Cultural Studies by Lawrence Grossberg, c. 1991

Encyclopedia of the Third World, 4th edition (vol. 1,2,3) edited by George Thomas Kurian, c. 1992

Folklore of World Holidays edited by Margaret Read MacDonald, c. 1992

Graywolf Annual 5: Multi-cultural Literacy by Scott Walker and Rick Simons, c. 1988

Graywolf Annual 6: Stories from the Rest of the World edited by Scott Walker, c. 1989

Graywolf Annual 7: Stories from the American Mosaic edited by Scott Walker, c. 1990

How Can Africa Survive? by Jennifer S. Whitaker, c. 1991

Human Development Report 1991 from Oxford University Press

Immigration Reconsidered: History, Sociology and Politics by virginia Yans-McLaughlin, c. 1990

Music at the Margins: Popular Music and Global Cultural Diversity by Deanna Campbell Robinson, c. 1991

Peoples of the World: African South Of the Sahara by Joyce Moss, c. 1991

Peoples of the World: The Middle East and North Africa by Joyce Moss and George Wilson, c. 1992

Race, Nation, Class: Ambiguous Identities by Etienne Balibar, c. 1991

Race, Gender, and Desire: Narrative Strategies in the Fiction of Toni Cade Bambara, Toni Morrison and Alice Walker by Elliott Butler-Evans, c. 1989

Religious Politics in Global and Comparative Perspectives edited by William H. Swatos, Jr., c. 1989

Something Like an Autobiography by Akira Kurosawa, c. 1983

Ten Seconds by Louis Edwards, c. 1991

The Nature of Suffering and the Goals by Eric J. Cassell, c. 1991

The Warriors' Camera: The Cinema of a Akira Kurosawa by Stephen Prince, c. 1991

The Politics of Identity: Class, Culture by Stanley Aronowitz, c. 1991

The New Worldly Order: John Paul II and Human Freedom edited by George Weigel, c. 1992

The Look of Distance: Reflections of Suffering and Sympathy in Modern Literature From... by W. Slatoff, c. 1985

The Cinema of Stanley Kubrick by Norman Kagan, c. 1989

Transnational Communications: Wiring by Gerald Sussman and John Lent, c. 1991

Unequal Sisters: A Multicultural Read by Ellen Dubois and Carol Ruiz, c. 1990

World of Toni Morrison: Explanations in Literary Criticism by Bessie Jones and Audrey Vinson, c. 1985

World Government (The Illustrated Encyclopedia) edited by Peter J. Taylor, c. 1990

World Development Report 1991 by The World Bank, c. 1991

FIPSE
FACULTY RESOURCE LISTING -- VIDEO

10th Victim (The)

A Boy and His Dog

Against the Odds

Altered States

Andromeda Strain (The)

Bad Sleep Well (The)

Barry Lyndon

Blade Runner

Brazil

Clockwork Orange

Close Encounters of the Third Kind

Colossus: The Forbin Project

Common Table: The Roots of American Black Catholicism

Common Table: The Culture of Agin

Common Table: The Aymaras of Bolivia

Common Table: The Many Faces of Homelessness

Common Table: Women in Tanzania

Common Table: Traditional Religious Beliefs and Christian Faith

Common Table: The Faith of Islam

Common Table: Basic Christian Communities in Latin America

Common Table: Mission and Development Work

Day the Earth Stood Still (The)

Dr. Strangelove

EarthKeepers

Fahrenheit 451

Fantastic Planet

Fly (The) (original)

Fly (The)

Forbidden Planet

Full Metal Jacket

Global Connection (The)

H.G. Wells' Things to Come

Ikiru

Kagemusha-The Shadow Warrior

Killing (The)

Lolita

Paths of Glory

Power to Change

Ran

Seven Samurai (The)

Shining (The)

Silent Running

Slaughterhous Five

Spartacus

Star Wars

This Island Earth

Throne of Blood

THX-1138

Time Machine (The)

With Our Own Eyes

ASSESSMENT RESULTS

	fall 88		fall 89		fall 90		91-92	
	ind	fac	ind	fac	ind	fac	ind	fac
1. updates	6.96	5.79	7.05	5.91	6.60	5.95	6.71	5.64
2. read	6.45	5.98	6.68	5.83	6.51	6.18	6.57	6.17
3. dialogue	6.27	5.96	6.37	6.58	5.98	6.35	6.64	6.28
4. alternate persp	6.81	6.13	6.84	6.25	6.56	6.32	6.89	5.83
5. other fields	5.58	5.33	6.68	5.83	5.49	5.63	5.96	5.58
6. interdisciplinary	4.00	4.33	5.08	4.63	3.88	4.50	4.32	4.96
7. discussions	6.78	5.95	6.95	6.00	6.21	6.11	6.75	6.02
8. activities	6.42	6.04	6.80	6.67	6.82	6.35	6.71	6.16
9. relationship	4.63	4.48	6.00	5.67	5.58	5.58	6.04	5.74
10.model learning	6.60	5.70	6.80	6.00	6.45	6.23	6.71	6.27
11.critical thinking	6.76	6.02	6.85	5.75	6.96	6.23	6.96	6.23
12.international	5.46	5.22	6.04	5.33	5.44	5.56	5.80	5.61
13.advise	7.43	6.21	7.91	6.58	7.43	6.68	7.57	6.67
14.connections	6.78	5.29	7.11	5.67	6.69	5.87	6.96	5.88
15.renew	6.13	5.45	6.07	5.83	6.73	5.95	6.64	5.82
16.refine teaching	6.45	5.75	6.87	5.96	6.78	6.10	7.00	6.02
	n=53		n=28		n=53		n=56	

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PARTICIPANTS COMMENTS

2: More information about other disciplines and their modes of learning engenders deeper respect and greater interest in these disciplines and greater enthusiasm for general education. I loved it'

4: demonstrates connections between disciplines; gives one an opportunity to view the total college experience; allows involvement in a course of study outside your own discipline.

6: This grant has helped (will help) me to continue to know what my colleagues are doing. I have been very impressed and enlightened.

8: Serves same purpose as the most recent FIPSE which helped me to conduct research in new areas, enlightened me to other disciplines, allowed me to pass on vital knowledge and information to students, re-kindled my interest in active scholarship.

10: talked to faculty in fields other than my own--created dialogue

11: This data is not very useful...

13: I met colleagues in an intellectual context---the lectures---the feedback---the conversation. These all are critical to my growth and survival as a faculty member.

14: To expand an interdisciplinary dialogue

17: Encourage me to take the time to work on developing more fully my knowledge in my field of speciality and how it relates to the other liberal arts courses on campus.

24: The grant truly helped me to broaden my understanding of other disciplines and to connect with my colleagues on a professional level.

30: Give a greater interaction among faculty members in an academic endeaver to promote better appreciation of individual strengths and weaknesses

35: Enhance dialogue between scholars from different fields on a topic of interest to us all

44: Advising changes as a faculty member becomes interested and informed about other disciplines and other ways of looking at information

45: I think FIPSE is important in providing the means to broaden my perspective, to engage me in concerns of other disciplines than my own, to encourage professional dialogue and discussion with other faculty members -- in short, to make me a better teacher/scholar.

47: Two things have impacted profoundly on my teaching/scholarship/interrelatedness with G.E.D.-- My sabbatical and FIPSE Grant in which I participated for 2 summers.

48: The FIPSE Grant gave me new insight into how interrelated all knowledge is and how all learning is a universal common goal of all disciplines and faculty.

49: It helps us become a community of scholars/teachers.

51: It gives me access to the scholarship of others, especially in terms of the using a variety of disciplinary and interdisciplinary tools to understand the comteporary world situations.

46: The grant serves to support my own interest in general education.

53: It fosters and supports connections across disciplines and therefore builds a broader understanding and support for general education.

54: Encouraged cross discipline dialogue.

56: 1-Encourages breadth to participate in liberal arts.
2-Allows insight for relevance in other disciplines.
3-Provides ideas for classroom technique,
4-Allows for short exposure to details of a discipline (e.g. a technology) not normally encountered.

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EXCERPT FROM BCC STRATEGIC PLAN

E. Goals and Strategies

Listed below are specific goals and strategies of the areas of the College.

1. Academic Life

a. Goal: Sustain and strengthen the quality of liberal arts education for all students

(1) Extend the LA requirement as a freshman and/or graduation requirement for all students: -- full, or part-time, day, evening, or weekend. Revise the courses where necessary to address differences in age, experience or prior background. Determine the most cost-effective delivery formats which are consistent with the goals of these courses.

(2) Provide a sufficient number of sections/seats in foundation courses for all students -- day, evening, and weekend. Determine the most cost-efficient delivery formats which are consistent with the goals for general education that have been established by the faculty.

(3) In scheduling classes taught by full-time faculty, all departments will follow the following priorities:

(a) provide adequate staffing for all necessary general education sections/seats -- day, evening or weekend.
(b) provide adequate staffing for all necessary LA sections according to the staffing pattern established by the faculty -- day, evening or weekend.
(c) provide adequate staffing for necessary developmental skills sections -- day, evening or weekend.
(d) provide adequate staffing for a sufficient number of major classes to permit majors to progress in a timely fashion.

(4) Evaluate the content of all foundation courses in terms of the norms established by the faculty for scope, relationship to the foundation, breadth and lack of prerequistes. Revise or eliminate as foundation requirements those courses which no longer address the established criteria.

(5) Evaluate and revise the mini course offerings to assure that all students have the opportunity to schedule some mini courses which address the original intent of these courses.

(6) Investigate the establishment of experiential competencies in the following areas: service, creativity, health, leadership.

(7) Investigate the establishment of a college-wide foreign language competency.

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SYLLABUS

Course: MT 200 Elementary Statistics Spring 1990

Instructor: Craig Kalicki **Office:** H-279 **Phone:** 279-5541

Text: Dietrich and Kearns, BASIC STATISTICS: AN INFERENTIAL APPROACH, Third Edition, Dellen Publishing Co., San Francisco, CA, c.1989, ISBN 0-02-328801-9

Grading:

4 exams @ 15%	60%	A =	100 - 92
Final exam	25%	B+ =	91 - 86
Computer exercises ..	15%	B =	85 - 80
	----	C+ =	79 - 74
	100%	C =	73 - 68
		D =	67 - 60

Exam Dates: Mar 22 / Apr 6 / Apr 26 / May 11 / May 18

Nature of course:

This course is a survey of the theory and methods of elementary statistics intended for students in business, psychology, nursing, and other social and behavioral sciences. Emphasis is placed on the understanding of the basic concepts of statistics and the solution of problems using realistic data similar to that which occurs in common applications. Use of the computer as a statistical tool will be emphasized throughout the course via a number of exercises with the Minitab statistical package on the VAX 11/750.

General Education:

Doing statistics involves the careful analysis of a problem, the rational choice of an appropriate procedure, precise application of the chosen procedure, identification of its logical conclusion, and making the appropriate decision. Statistics uses formal analysis of data as an aid in rational decision making. For these reasons, this course fulfills the Formal Thinking requirement of the College's general education foundations.

Prerequisites:

Students in this course should have the mathematical skills developed in a full year of high school algebra. Assessment of entry-level mathematical skills is available to all students. As result of this assessment, students may be encouraged to take MT 3A, MT 4A, or MT 111 prior to enrolling in this course.

Expectations of students:

Students in this course are expected to
attend class on a regular basis,
read the text and class notes as needed to understand the theory,
do at least the indicated exercises to help develop skills in solving applied problems,
do the computer exercises assigned in class,
give sufficient evidence of learning on the exams.

ART 117

Art History IV: Contemporary Art
Professor: William J. Welu
Office: North Hall 204
Telephone: 279-5452
Office hours are posted at North 204

This is a survey of later modern art from c. 1940 to the present. A short survey from 1860 - 1940 will prepare the student for an understanding and appreciation of those art works and theories leading up to early abstract expressionism.

This course fulfills one of the aesthetic foundation requirements. The course will emphasize the artistic and aesthetic achievements but will also include a liberal arts dimension of how the overall culture affected the growth and advancement of art through its philosophy, politics, religion and history.

Presentation will basically be a lecture format using slides and films to illustrate movements, works and artists.

1. COURSE REQUIREMENTS:
   - *attendance
   - *Exams
   - *supplemental text
   - *view videotapes on artists in learning resource center
   - *original final paper
   - *review of study slides in learning resource center

2. TEXT:

   * American Artists on Art — from 1940 to 1980
     edited by Ellen H. Johnson

3. BASIC REFERENCE BOOKS IN THE LIBRARY:

   The New Art - (revised) anthology by Gregory Battcock
   Minimal Art - anthology by Gregory Battcock
   Changing - by Lucy Lippard
   The New Avant-Garde - by Gregoire Muller
   Conceptual Art - by Ursula Meyer
   Idea Art - anthology by Gregory Battcock
   New York School - by Maurice Tuchman
   Painting and Reality - by Etienne Gilson
   Art and Scholasticism and the Frontiers of Poetry - by Jacques Maritain
   → History of Modern Art - by H. H. Arnason

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INTRODUCTION
BIOLOGY 111 -- BIOLOGICAL PRINCIPLES

DR. J.S. MUNZINGER, 273 HEELAN HALL PHONE: 279-5498

A. GENERAL - INFORMATION AND THE EMPIRICAL FOUNDATION

This course is designed to provide you with basic concepts and principles of biology. Fundamentals of cell biology are presented which are applicable to plants and animals. Although I attempt to treat plants and animals equally, there will be a slight emphasis toward zoological subjects because of the position that the human occupies. Please note that this course is designed to fulfill the empirical foundation requirement and is also for biology majors. Fulfilling the empirical foundation requirement is accomplished in the following ways:

1. The scientific method is presented in a step-wise fashion with specific examples.

2. Microscopic and macroscopic life forms and their metabolic processes are examined and discussed.

3. Testing of hypotheses and accumulation and examination of data are accomplished through several laboratory exercises.

B. SUBJECT MATTER

Lectures are presented in outline form. The following represents a table of contents for the course.

I. Introduction and Evolution*
II. Structure and Function of Cells
III. Cell Chemistry
IV. Metabolic Activities of Cells
Movement of Substances
Mitosis
Energy Process
V. Animal Systems
VI. Plant Structure
VII. Reproductive Processes
VIII. DNA and Protein Synthesis
IX. Inheritance
X. Ecology
XI. *Evolution is presented as a unifying theme throughout the course.

C. BOOKS

Required Textbook: Biology, The Unity and Diversity of Life by C. Starr and R. Taggart, 1989.

Required Lab Manual: Lab Manual for Biology by J.W. Perry and D. Morton, 1989.

Recommended: A Guide to Biology Lab by T. G. Rust, 1983.

CHEMISTRY 109
INTRODUCTION TO GENERAL, ORGANIC AND BIOCHEMISTRY
PART I
Fall, 1989

INSTRUCTOR: Dr. Paul L. Weber
OFFICE: Briar Cliff, H-201
PHONE: 279-5482 (office); 255-4239 (home)

TEXT: INTRODUCTION TO GENERAL, ORGANIC, AND BIOCHEMISTRY, 2nd Edition, by Bettelheim and March. Saunders College Publishing, 1988.

LECTURE:

The student is required to attend all lectures and labs unless personally excused by the instructor for unusual circumstances. Failure to make an exam on a scheduled date will result in an automatic reduction in grade unless excused by the instructor PRIOR TO the test date.

COURSE OBJECTIVES:

The objective of this course is to understand the basic concepts of chemistry, particularly biochemistry, and, in turn, be able to see how these principles apply in diverse, clinical situations. During your training, as a nurse you will develop certain skills and techniques in the administration of health-care service. In many cases, a knowledge of chemistry will help you understand the reason why you take certain actions to maintain health or treat diseased states.

Furthermore, this course will fulfill the general education requirement in the empirical foundation. This occurs due to the course's emphasis on a rationalistic analysis of phenomena in the chemical world, including an application of general principles learned to specific problems - treating observations scientifically. Also, the lab experience will require you to actually gather chemical data (experimental results) and see how data supports a given hypothesis or theory. Such observations must be done as objectively as possible as well as critically, since you will be given unknown samples and asked to identify or characterize the sample according to a scientific process.

GRADING:

The final grade for the course will be an average of the five exam grades and the laboratory grade. Usually, the laboratory grade will help raise the overall average as long as all experiments are completed. The final letter grade for the course is based on the following final averages:

A	87	C+	70
B+	83	C	64
B	77	D	56

The 5 exams are scheduled as follows:

EXAM	CHAPTERS COVERED	DATE (BCC)	ST. LUKE'S
1	1 - 3	SEPT. 21	SEPT. 20
2	4 - 5	OCT. 5	OCT. 4
3	6 - 7	OCT. 19	OCT. 20
4	8 - 9	NOV. 2	NOV. 3
5	10 - 11	NOV. 16	NOV. 17

Theology 204: Christian Morality ✓

Instructor: Mary Elsbernd
Office: Room H-312
Phone: 279-1704
Office hours: MWF 10:30-11:30,
T 12:30-2:00, by appointment

COURSE CONTENT: Christian morality introduces basic concepts and principles related to the human person, values, law as well as freedom, conscience and sin. These concepts and principles are applied to selected case studies which pose challenges in Christian moral living today. Knowledge of the concepts and principles as well as practice in application are essential to developing an understanding of the religious-ethical foundation.

TEXTS: Stivers et al. Christian Ethics
Pilarczyk, Twelve Tough Issues
Lecture notes

I. COURSE OBJECTIVES: The students will be able to:

A. describe what Christian morality is and its scope of application

B. analyze situations and apply moral principles.

C. articulate their understanding of what it means to be a human person adequately considered.

D. identify significant Christian, fundamental and personal values

E. explain the role and function of laws in moral decision-making.

F. describe structures and public life as well as explain their role in moral decision-making

G. describe elements of a Christian conscience and its role in decision-making

H. discuss freedom and those things which militate against personal freedom

I. assess the role of sin, conversion, and reconciliation in moral growth

II. COURSE COMPONENTS:

A. Two take home exams. (30% total)

B. Class attendance and participation based on the assigned readings from the text. (10%)

C. Three case study analysis (45% total)

D. Reflective assignments as given for all students (15% total)

COURSE: MT 217 CALCULUS 1 FALL, 1988

INSTRUCTOR: MICHELLE NEMMERS, OSF
OFFICE; H-269 PHONE; 279-5543
OFFICE HOURS: 1:00-2:00 MTRF

TEXT: CALCULUS WITH ANALYTIC GEOMETRY SECOND EDITION, Zill, Dennis G. PWS-KENT, BOSTON C1988

TIME: 10:40 MTRF ROOM: H-350

OBJECTIVES:

To recognize and appreciate the power of the calculus as a tool for understanding our world.

To achieve a solid mastery of both the computational procedures and the concepts of the calculus.

To acquire confidence in using these concepts and techniques to analyze and solve problems in other fields such as science, business, and engineering.

To encourage effective study skills and problem solving techniques, minimize math anxiety, generate enthusiasm for and enjoyment of mathematics.

To gain an exposure to the nature of mathematics at the collegiate level, in particular, its reliance on precise definition and logical reasoning.

THROUGHOUT THE COURSE ATTEMPTS WILL BE MADE TO CAPTURE THE SPIRIT OF THE CREATORS OF THE MATHEMATICS IN QUESTION AND PLACE THE MATERIAL IN A CULTURAL, HISTORICAL OR HUMAN SETTING.

COURSE MATERIAL:

# OF DAYS			X EXPERIMENT
5	Chapter 1	Sections 1.1 - 1.6	1
4	Chapter 2	Sections 2.1 - 2.5	2,3
EXAM 1	SEPTEMBER 22, FRIDAY		
10	Chapter 3	Sections 3.1-3.10	4,5,6
3	Chapter 4	Sections 4.1 - 4.3	8

The Good Life:
a faculty colloquium

Judith Welu
Assistant to the Academic Dean
Briar Cliff College
P.O. Box 2100
3303 Rebecca
Sioux City IA 51104-2100

Briar Cliff College

presents
a faculty colloquium on

The Good Life

s[illegible]ed by a grant from
the [illegible] for the Improvement
of Post-Secondary Education

July 10-July 31, 1989

Under the auspices of the Fund for the Improvement of Post-Secondary Education, Briar Cliff College has inaugurated a series of three one-month summer colloquia: *The Good Life; Wisdom, Knowledge and Information;* and *Unity and Pluralism in the Global Village.* The purpose of these colloquia is to develop awareness and scholarly dialogue across discipline lines and to affirm and support general education at Briar Cliff College. Six faculty representing the general education foundations will present lectures on aspects of the common theme.

The theme for the Summer 1989 colloquium is *The Good Life: Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions.* Philosophy and religion have enjoined us to seek and practice a good life derived from virtue, but today "the good life" has also come to mean affluence and conspicuous consumption. As our students try to define the good life for themselves, they encounter advice and goals comprising the whole range of disciplines. In a world which includes both great abundance and great need, what truly is the good life?

We invite you to attend any of the lectures listed in the program. They will be held in Noonan Hall Lobby from 9:30 a.m. to 11:30 a.m. unless otherwise specified.

Faculty presenters in the summer 1989 FIPSE colloquium:

Fr. Bob Condon, professor of psychology, representing the Empirical foundation

Sr. Mary Elsbernd, associate professor of theology, representing the Religious/Ethical foundation

Bill Hewitt, associate professor of history, representing the Historical foundation

Herb Kuehne, professor of sociology, representing the Multicultural foundation

Mary Lonergan, assistant professor of art, representing the Aesthetic foundation

Paul Weber, associate professor of chemistry, representing the Formal Thinking and Empirical foundations

The Program:

Monday, July 10:
Fr. Bob Condon, "Mind-body Revisited: Toward a Science of Psychoneuro-immunology"

Tuesday, July 11:
Herb Kuehne, "Lessons from the Cross-cultural study of Health Care"

Wednesday, July 12:
Paul Weber, "The Technological World: How Can I Like it and Still Like Myself?"

Thursday, July 13:
Bill Hewitt, "How the Other Half Lives: Rich and Poor and the Development of America's Middle Class, 1875-1925"

Monday, July 17:
Mary Elsbernd, "The Good Life: Beyond Individualism"

Tuesday, July 18:
Mary Ann Lonergan, "Beauty and the Human Spirit" -- will meet in Meis Hall

All lectures will be given in Noonan Hall Lobby unless otherwise specified.

Wednesday, July 19:
Carol Bly, visiting scholar in the liberal arts,"The Good Life." Presentations both morning and afternoon.

Thursday, July 20:
Paul Weber, "The Element of Play in Scientific Inquiry"

Monday, July 24:
Bill Hewitt, "The Good Life: The Expectations of Social Classes in Sioux City"

Tuesday, July 25:
Herb Kuehne, "On Being Too Healthy"

Wednesday, July 26:
Mary Ann Lonergan, "The Spiritual, the Holy, and the Religious in the Arts" -- will meet in Meis Hall

Thursday, July 27:
Mary Elsbernd, "Toward a Social Spirituality"

Monday, July 31:
Fr. Bob Condon, "Stress Management and the Good Life: The Care and Feeding of Our Immune Systems"

Also scheduled are films, *The Milagro Beanfield War* and *Ragtime*. Time and place TBA.

About Carol Bly:

Chosen by the faculty presenters to be this summer's visiting scholar, Carol Bly is a writer and activist intent on improving the quality of life for all people.

In a monograph titled *Making the Liberal Arts Work* (Hamline University), Ms. Bly speaks eloquently for herself and the value of liberal arts education in promoting the good life:

"The liberal arts are workable, invisible armor against the stunting of lively potential. They are a shield against fearful systems and the fearful habitual thinking that nick away at each day's cheer. They are a reminder not to bow to mere precedent.

"When we think of an education being such a great safeguard it is pathetic to settle for less. Lesser studies seem like old flags of countries no longer on the map. Everyone wants an education that honors the most imaginative, ethical part of us: everyone wants to live a life that will be energetic and fiery and humorous."

Faculty participants in the summer 1989 FIPSE colloquium, and their departments:

Candi Coffin, *Biology*
Fr. Bob Condon, *Psychology*
Ruth Daumer, *Nursing*
Sr. Mary Elsbernd, *Theology / Philosophy*
Genene Eriksen, *Nursing*
Lyle Franzen, *Social Work*
Mike Hatlee, *Chemistry*
Bill Hewitt, *History*
Tom Kleen, *Computer Science*
Herb Kuehne, *Sociology*
Mary Lonergan, *Art*
Bob Olson, *Biology*
Sr. Michelle Nemmers, *Mathematics*
Tom Padgett, *Psychology*
Richard Poole, *Speech and Theatre*
Norine Ryan, *English*
Paul Weber, *Chemistry*
Bill Welu, *Art*
Harold Youtzy, *Computer Science*

Facilitator, Jeanne Emmons, *English*

Wisdom, Knowledge
and Information:
a faculty colloquium

Judith Welu
Assistant to the Academic Dean
Briar Cliff College
P.O. Box 2100
3303 Rebecca
Sioux City IA 51104-2100

Briar Cliff College

presents
a faculty colloquium on

Wisdom, Knowledge and Information

July 9 – August 1, 1990

sponsored by a grant from
the Fund for the Improvement
of Postsecondary Education

Under the auspices of the Fund for the Improvement of Post secondary Education, Briar Cliff College has inaugurated a series of three one-month summer colloquia. The purpose of these colloquia is to develop awareness and scholarly dialogue across discipline lines and to affirm and support general education at Briar Cliff College. Six faculty representing the general education foundations will present lectures on aspects of the common theme.

The theme for the Summer 1990 colloquium is *Wisdom, Knowledge and Information*. According to Walter Ong's study Orality and Literacy, the teaching most valued in preliterate societies was that of wisdom, but it was usually distilled from the knowledge gained from personal experience and transmitted orally. With the rise of printing, knowledge became transmissible across continents and generations in fixed and detailed forms. In our own time, the "information revolution" is changing the very structure of our perceptions of the world and challenging our ability to create and find meaning. In becoming part of that revolution, are we foregoing the stability of our heritage and a sense of wisdom which guided our forebears?

We invite you to attend any of the lectures listed in the program. They will be held in Noonan Hall Lobby from 9:30 a.m. to 11:30 a.m.

Faculty presenters in the summer 1990 FIPSE colloquium:

Genene Eriksen, M.S.N.,
assistant professor of nursing,
representing the Empirical foundation

Adam Frisch, Ph. D.,
professor of English,
representing the Aesthetic foundation

Mike Hatlee, Ph. D.,
assistant professor of chemistry,
representing the Empirical and
Formal Thinking foundations

Jim Redmond, Ph. D.,
professor of English
representing the Multi-cultural
foundation

Sr. Grace Ann Witte, Ph. D.,
professor of sociology,
representing the Religious/ethical
foundation

Harold Youtzy, M.S.,
assistant professor of mathematics
and computer science,
representing the Formal Thinking
foundation

The Program:

Monday, July 9:
Mike Hatlee, "Stability and Instability – As it was in the beginning, is now and ever shall be. . . or is it?"

Tuesday, July 10:
Genene Eriksen, "Integrating Old Wives' Tales with Star Trek Medicine"

Wednesday, July 11:
Sr. Grace Ann Witte, "Knowledge as a Dangerous Commodity"

Thursday, July 12:
Jim Redmond, "Harpocrates in the Acronymic Age"

Monday, July 16:
Adam Frisch, "Feminism in Recent Science Fiction"

Tuesday, July 17:
Harold Youtzy, "Can Man Create Machines in His Own Image? The potentials of artificial intelligence."

Wednesday, July 18:
Harold Youtzy, "Is There an Expert in the System? The limits of artificial intelligence."

Thursday, July 19:
Adam Frisch, "Cyberpunk in Recent Science Fiction"

Monday, July 23:
Vincent Ryan Ruggiero, Visiting Scholar; presentations both morning and afternoon are open to the public.

Tuesday, July 24:
Sr. Grace Ann Witte, "Knowledge as a Visceral Experience"

Wednesday, July 25:
Genene Eriksen, "Synchronization of Biological Rhythms for Health"

Thursday, July 26:
Mike Hatlee, "Information and Noise"

Monday, July 30:
Jim Redmond, "Diet for an Ecology of Knowledge"

Faculty participants will also be involved in learning activities during each afternoon following the lectures; in preparing position papers on the relevance of a liberal arts education; and in meeting with consultant and evaluator Dr. Eugene Rice.

About Vincent Ryan Ruggiero:

Vincent Ryan Ruggiero is Professor Emeritus at State University of New York, Delhi, and a pioneer in advocating thinking skills as part of education.

The author of ten books ranging from critical and creative thinking to composition, ethics and childrearing for genuine education, Dr. Ruggiero is also a lecturer, consultant and workshop director widely in demand. Among his lecture topics are "Reforming Liberal Arts Education," "Mass Culture and Educational Reform," and "The Thinking Movement in Education ."

From his lively text The Art of Thinking:

. . .Most people behave unimaginatively not because they lack imagination, but because they fear the reaction their ideas will receive. In time they grow used to suppressing ideas that differ from the norm, ideas that might raise eyebrows. They do themselves a great disservice, because creativity depends upon imagination. "No great discovery is ever made without a bold guess," observed Sir Isaac Newton. And Albert Einstein added "I believe in imagination. . . imagination is more important than knowledge."

Faculty participants in the summer 1990 FIPSE colloquium:

Candi Coffin, Ph.D., *Biology*
Genene Eriksen, M.S.N, *Nursing*
Adam Frisch, Ph.D., *English*
Sr. Michaela Galles, M.A.,M.S., *Theology*
Mike Hand, M.A., *Political Science*
Mike Hatlee, Ph.D., *Chemistry*
Craig Kalicki, Ph.D., *Mathematics*
Sylvia Kuennen, M.S.W., *Social Work*
Sr. Adeline Kurth, M.S., *Mathematics, Developmental Skills*
Steve Munzinger, Ph.D., *Biology*
Cindy Nahrwold, M.A., *English, Writing, Developmental Skills*
Sr. Michelle Nemmers, M.S., *Mathematics*
Jim Redmond, Ph.D., *English*
Sr. Bernice Schuetz, M.A.L.S., *Library*
Chuck Shaffer, Ph.D., *Mathematics*
Ralph Swain, M.A., *Mass Communications*
Cindy Tudehope, M.S., *Health, Physical Education and Recreation*
Paul Weber, Ph D., *Chemistry*
Sr. Grace Ann Witte, Ph.D., *Sociology*
Harold Youtzy, M.S., *Computer Science*

Facilitator: Phil Hey, M.F.A., *English, Writing*

The Fund, a Federal agency, has provided $121,627 for this project, 85% of the total cost of the project

Judith Welu
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Unity and Pluralism
in
The Global Village:
A faculty colloquium

Briar Cliff College

presents
a faculty colloquium on

Unity and Pluralism in The Global Village

y 8-August 1, 1991

sponsored by a grant from
the Fund for the Improvement
of Post-Secondary Education

Under the auspices of the Fund for the Improvement of Post-Secondary Education, Briar Cliff College has inaugurated a series of three one-month summer colloquia. The purpose of these colloquia is to develop awareness and scholarly dialogue across discipline lines and to affirm and support general education at Briar Cliff College. Six faculty representing the general education foundations will present lectures on aspects of the common theme.

The theme for the 1991 colloquium is "Unity and Pluralism in the Global Village". Notwithstanding our endless political and religious factions, we must acknowledge that we inhabit a global village of information, and a spaceship earth of one environment. And however much we would wish that all nations of the earth would agree in beliefs and practices toward each other and toward nature, division among ourselves remains an inescapable fact. How shall the world accomodate pluralism and yet preserve a healthful, stable place to live?

We invite you to attend any of the lectures listed in the program. They will be held in Noonan Hall Lobby from 9:30 a.m. to 11:30 a.m.

<u>Faculty Presenters in the Summer 1991 FIPSE Colloquium:</u>

Ruth Daumer, M.S.N.
Instructor of Nursing
Representing the *Historical Consciousness Foundation*

Jeanne Emmons, Ph.D.
Professor of English
Representing the *Aesthetic Foundation*

Echo Fields, Ph.D.
Assistant Professor of Sociology
Representing the *Empirical Foundation*

Lyle Franzen, M.S.W.
Assistant Professor of Social Work
Representing the *Multi-Cultural Foundation*

Michaela Galles, O.S.F.,M.S.,M..A.
Associate Professor of Theology
Representing the *Religious-Ethical Foundation*

Ralph Swain, M.A.
Associate Professor of Mass Communications
Representing the *Historical Consciousness Foundation*

The Program:

Monday, July 8:
Jeanne Emmons, "Metaphor, Magic, and Meaning in Toni Morrison's Fiction"

Tuesday, July 9:
Michaela Galles, "The Relationship of World Religions to the Cultures from Which They Arose"

Wednesday, July 10:
Ruth Daumer, "The Lived Experience of Suffering in the Global Village"

Thursday, July 11:
Lyle Franzen, "Multicultural Perspectives of the Addictive and Recovering Processes"

Friday, July 12:
Ralph Swain, "Media Ethics and Its Global Implications"

Monday, July 15:
Echo Fields, "Labor and the 'New World Economic Order'"

Tuesday, July 16:
Ruth Daumer, "Values and Philosophical Systems Influencing the Healing Arts"

Wednesday, July 17:
Wayne Pond, Visiting Scholar, presentations both morning and after noon are open to the public.

Monday, July 22:
Lyle Franzen, "Understanding the Native-American Addictive and Recovering Processes Within the Familial and Community Context"

Tuesday, July 23:
Jeanne Emmons, "Metaphor in Film"

Wednesday, July 24:
Ralph Swain, "Global Effects of the Moving Image"

Thursday, July 25:
Echo Fields, "Third World Women Workers in the 'New World Economic Order'"

Monday, July 29:
Michaela Galles, "Liberation Theology Coming Out of the Life Experience of Oppressed Peoples"

Faculty participants will also be involved in learning activities during each afternoon following the lecture. They will share position papers on the relevance of a liberal arts education and discuss the summer experience with consultant and evaluator Dr. Eugene Rice.

About Wayne Johnston Pond, Ph.D.

Wayne Pond is the Public Programs Officer at the National Humanities Center in Durham, North Carolina. His academic life has focused on English literature, which he taught at the Universities of North Carolina (Chapel Hill) and Alabama. In addition to teaching numerous courses on Freshman writing and American Literature, Pond has lectured on the issues concerning the writing done by members of the press. Since 1979 he has worked at the National Humanities Center and is well known as the narrator on National Public Radio's program, "Soundings."

Dr. Pond intends to focus on "the debate about multiculturalism which currently occupies many scholars and students." He is particularly interested in "how the press reports to us about this debate" and enables people "to talk publicly about the implications of multiculturalism for teaching and research."

Faculty Participants in the Summer 1991 FIPSE Colloquium:

Candi Coffin, Ph.D., *Biology*
Tricia Currans-Sheehan, M.A., *English and Writing*
Mary Day, O.S.F., A.B.D., *Music Performance and Pedagogy*
* Ruth Daumer, M.S.N., *Nursing*
* Jeanne Emmons, Ph.D., *English*
* Echo Fields, Ph.D., *Sociology*
* Lyle Franzen, M.S.W., *Social Work*
* Michaela Galles, O.S.F., M.S., M.A., *Theology*
Jay Gunnels, Ed.D., *Health, Physical Education and Recreation.*
Mike Hatlee, Ph.D., *Chemistry*
Sylvia Kuennen, M.S.W., *Social Work*
Adeline Kurth, O.S.F., M.A., *Education, Mathematics, Developmental Skills*
Mary Ann Lonergan, M.A., *Art*
Michelle Nemmers, O.S.F., M.S., *Mathematics*
Norine Ryan, M.A., *English*
Sr. Mary Arnold Staudt, O.S.F., M.A., *Music*
Richard Steinbach, M.A., *Music*
* Ralph Swain, M.A., *Mass Communications*
Grace Ann Witte, O.S.F., Ph.D., *Sociology*

Facilitator: Herb Kuehne, Ph.D., *Anthropology*

The Fund for the Improvement of Post Secondary Education, a Federal agency,has provided $127,015 for this project, 86% of the total cost of the project.

THE GOOD LIFE
Material, Spiritual, Aesthetic, Psychological and Intellectual Dimensions

An Interdisciplinary Faculty Colloquium
Sponsored by
Briar Cliff College
with special thanks to the
Fund for the Improvement of Postsecondary Education

All sessions are in Noonan Lobby unless otherwise indicated.

Monday, July 10

9:00-9:30	Coffee
9:30-11:30	Fr. Bob Condon, "Mind-Body Revisited: Toward a Science of Psycho-neuroimmunology" Reading: Herbert Benson, Beyond the Relaxation Response Responders: Bob Olson, Harold Youtzy, Tom Kleen
11:30-1:00	Break
1:00-3:00	The Technique of Meditation Participants were instructed in meditation techniques, listened to a tape on Christian meditation, and discussed.

Tuesday, July 11

9:00-9:30	Coffee
9:30-11:30	Herb Kuehne, "Lessons from the Cross-cultural Study of Health Care" Reading: Lynne Payer, Medicine and Culture (pp. 15-34, 153-155; recommended: Chapters on France and the United States) Responders: Mary Elsbernd, Lyle Franzen, Candace Coffin
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Are Human Bodies Really That Different? Participants divided into three groups to interview three representatives of ethnic minority groups (Native American, Hispanic, Chinese) on their view of illness, diagnosis, and treatment. Participants reconvened to discuss.

Wednesday, July 12

9:00-9:30 Coffee

9:30-11:30 Paul Weber, "The Technological World: How Can I Like it and Still Like Myself?"
Reading: Francis Crick, What Mad Pursuit
Responders: Michelle Nemmers, Bill Welu, Tom Kleen

12:00-1:00 Break

1:00-3:00 The Experiment You're Dyeing to Do (Heelan 209, Heelan 215)
Participants were shown the molecular structure of chemicals which make dye. Participants made the dye methyl orange and dyed fabric letters to observe the effect of the dye on different materials. The letters combined to spell FIPSE: THE GOOD LIFE.

Thursday, July 13

9:00-9:30 Coffee

9:30-11:30 Bill Hewitt, "How the Other Half Lives: Rich and Poor and the Development of America's Middle Class, 1875-1925"
Reading: Lewis Atherton, Main Street on the Middle Border
Responders: Genene Eriksen, Richard Poole, Harold Youtzy

11:30-1:00 Luncheon (President's Dining Room)

1:00-3:00 Doing What Historians Do
After having read a packet of newspaper accounts from the 1938 Swift meatworkers' strike in Sioux City and listened to a taped interview with one of the packinghouse workers, participants divided into groups to interpret the evidence and to discuss methodology.

Saturday, July 15

Party at Noonan House (bring family or friend)

5:00 Swimming

6:00 Potluck Supper

7:00 Film: The Milagro Beanfield War

Monday, July 17

9:00-9:30	Coffee
9:30-11:30	Mary Elsbernd, "The Good Life: Beyond Individualism" Reading: Robert Bellah, et. al., Habits of the Heart (especially Chapters 1, 6, 11) Responders: Mary Ann Lonergan, Ruth Daumer, Norine Ryan, Herb Kuehne
11:30-1:00	Break
1:00-3:00	Making Decisions for the Common Good Participants divided into groups to discuss the common good from a theological standpoint as it concerns The Family, Briar Cliff College, and the Church. Participants reconvened to discuss the nature of theological method as well as the content.

Tuesday, July 18

9:00-9:30	Coffee
9:30-11:30	Mary Ann Lonergan, "Beauty and the Human Spirit" (Meis Hall) Reading: Wanda T. May, "Understanding and Critical Thinking in the Arts" Battin, et. al., "Beauty, Ugliness, and Aesthetic Experience" Responders: Bill Welu, Jeanne Emmons, Bill Hewitt, Bob Condon
11:30-1:00	Break
1:00-3:00	Biting Bits of Beauty (Meis) Participants experienced examples of the following art forms: music, painting, ballet, poetry. Participants divided into groups to discuss the nature of each form and their responses to it based upon notes taken after each experience.

Wednesday, July 19

9:00-9:30	Coffee
9:30-11:30	Carol Bly, Visiting Scholar, "The Good Life"
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Carol Bly, "The Good Life" Carol Bly "tells" a story in progress.

Thursday, July 20

9:00-9:30	Coffee
9:30-10:00	Debriefing and discussion RE crash of United flight 232.
10:00-11:30	Paul Weber, "The Element of Play in Scientific Inquiry" Reading: Francis Crick, What Mad Pursuit Responders: Herb Kuehne, Tom Padgett, Sr. Michelle Nemmers
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	A Lab to Light Up Your Life (H-209, H-215) After discussing the reasons for the emission of light from chemicals, participants made light chemically in the laboratory and were encouraged to "play" with the chemicals to see what would happen.

Monday, July 24

9:00-9:30	Coffee
9:30-11:30	Bill Hewitt, "The Good Life: The Expectations of Social Classes in Early Sioux City" Reading: Scott Sorenson and Paul Chicoine, Pictorial History of Sioux City Responders: Richard Poole, Tom Padgett, Lyle Franzen
11:30-12:15	Break
12:15-1:30	Architectural Scavenger Hunt: After being given a map of downtown Sioux City with lettered sites, participants walked through downtown, matching the letters with descriptions of architectural features.
1:30-3:00	Scott Sorenson, "Sioux City History" (Slide Show depicting the history of Sioux City from its beginnings to the present).

Tuesday, July 25

9:00-9:30	Coffee
9:30-11:30	Herb Kuehne, "On Being Too Healthy" Reading: Candace Clark, "Sickness and Social Control" Responders: Mike Hatlee, Paul Weber, Genene Eriksen, Fr. Bob Condon
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Participants identified pressing social problems from a list and then attempted to re-allocate the GNP in order to reflect their values. Discussion followed.

Wednesday, July 26

9:00-9:30	Coffee
9:30-11:30	Mary Ann Lonergan, "The Spiritual, the Holy, and the Religious in the Arts" Reading: no reading Responders: Norine Ryan, Sr. Mary Elsbernd, Bill Hewitt
11:30-1:00	Break
1:00-3:00	Guest Speaker Jutta F. Anderson, "Glorifiers of Brokenness or Agents of Hope: Contemporary American Art and Theology in Dialogue" (Slide Presentation discussing a new and more personal approach to the fragmented images of contemporary art. Videotape of ballet and woodcuts by Marks depicting the Orpheus and Eurydice myth).

Thursday, July 27

9:00-9:30	Coffee
9:30-11:30	Mary Elsbernd, "Toward a Social Spirituality" Reading: Francis X. Meehan, A Contemporary Social Spirituality (Chapters 1 and 2) Responders: Paul Weber, Mary Ann Lonergan, Jeanne Emmons
1:30-1:00	Luncheon (President's Dining Room) Guest speaker Carol Hawkins, missionary to Chile, spoke on base Christian communities.
1:00-3:00	Spirituality in Social Service: Learners were asked to participate in a liturgy which was non-hierarchical and required a high level of involvement.

Saturday, July 29

Party, Noonan House (bring your family or friend)

5:00	Swimming
6:00	Potluck supper
7:00	Film: Ragtime

Monday, July 31

9:00-9:30	Coffee
9:30-11:30	Fr. Bob Condon, "Stress Management and the Good Life" Reading: Benson, Beyond the Relaxation Response Responders: Candace Coffin, Bob Olson, Mike Hatlee
11:30-1:00	Break
1:00-3:00	Personal Reactions to Meditation Experience

Tuesday, August 1

9:00-9:30	Coffee
9:30-11:30	Sharing of Papers/ Visit by Evaluator Gene Rice
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Sharing of Papers/ Visit by Evaluator Gene Rice

Wednesday, August 2

9:00-9:30	Coffee
9:30-11:30	Sharing of Papers/ Visit by Evaluator Gene Rice
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Sharing of Papers/ Visit by Evaluator Gene Rice

Thursday, August 3

9:00-9:30	Coffee
9:30-11:30	Wrap-Up: Consultant-Evaluator Gene Rice
11:30-1:00	Luncheon (President's Dining Room)
1:00-3:00	Wrap-up continued

Wisdom, Knowledge and Information

An Interdisciplinary Faculty Colloquium
sponsored by
Briar Cliff College
with special thanks to the
Fund for the Improvement of Postsecondary Education

All sessions are in Noonan Lobby unless otherwise indicated.

Monday, July 9

9:00-9:30	Coffee
9:30-11:30	Mike Hatlee, "Stability and Instability: As it was in the beginning, is now and ever shall be. . . or is it?"
	Reading: Gleick, Chaos. Group 1: "The Butterfly Effect" and "Inner Rhythms;" Group 2: "Life's Ups and Downs" and "Inner Rhythms."
	Responders: Adam Frisch, Sr. Adeline Kurth, Sr. Michelle Nemmers, Ralph Swain
11:30-1:30	Break
1:30-3:30	"Periodically Speaking, or Almost So."
	LOCATION: H 209

Tuesday, July 10

9:00-9:30	Coffee
9:30-11:30	Genene Eriksen, "Integrating Old Wives' Tales with Star Trek Medicine."
	Reading: none indicated
	Responders: Candi Coffin, Sr. Bernice Schuetz, Harold Youtzy
11:30	Luncheon, in PDR
1:30-3:30	"Therapeutic Touch."

Wednesday, July 11

9:00-9:30	Coffee
9:30-11:30	Sr. Grace Ann Witte, "Knowledge as a Dangerous Commodity."
	Reading: Chesterton, St. Francis of Assisi, Ch. 1, 3-7.
	Responders: Mike Hatlee, Sr. Adeline Kurth, Steve Munzinger, Jim Redmond
11:30-1:30	Break
1:30-3:30	"Pricing the Priceless."

Thursday, July 12

9:00-9:30	Coffee
9:30-11:30	Jim Redmond, "Harpocrates in the Acronymic Age."
	Reading: Smith, Killing the Spirit, Ch. 1, 5, 6, 8, 10, 11, 12, 13, 18 and choose one from 15, 16, 17.
	Responders: Mike Hand, Craig Kalicki, Paul Weber, Harold Youtzy
11:30	Luncheon, in PDR
1:30-3:30	"Threading our way through the library's labyrinth."
	LOCATION: Mueller Library, L-24

Monday, July 16

9:00-9:30	Coffee
9:30-11:30	Adam Frisch, "Feminism in Recent Science Fiction." Reading: Tiptree, Houston, Houston, Do You Read? Responders: Sr. Michaela Galles, Mike Hand, Sylvia Kuennen, Sr. Grace Ann Witte
11:30-1:30	Break
1:30-3:30	"Your Own 'Left-Handed' Commencement Address."

Tuesday, July 17

9:00-9:30	Coffee
9:30-11:30	Harold Youtzy: "Can Man Create Machines in His Own Image? The limits of artificial intelligence." Reading: Campbell, The Improbable Machine, Introduction and Ch. 3, 4, 6, 9, 14, 17, 19. Responders: Candi Coffin, Genene Eriksen, Cindy Nahrwold, Cindy Tudehope
11:30	Luncheon, in PDR
1:30-3:30	"Logical Deductions." LOCATION: Doyle Computer Center

Wednesday, July 18

9:00-9:30	Coffee
9:30-11:30	Harold Youtzy: "Is There an Expert in the System? The potentials of artificial intelligence." Reading: Campbell, The Improbable Machine, *ibid.* Responders: Adam Frisch, Mike Hatlee, Ralph Swain
11:30-1:30	Break
1:30-3:30	"Building Intelligence." LOCATION: Doyle Computer Center

Thursday, July 19

9:00-9:30	Coffee
9:30-11:30	Adam Frisch, "Cyberpunk in Recent Science Fiction." Reading: Gibson, Neuromancer, pp. 1-53, 255-271. Responders: Genene Eriksen, Phil Hey, Craig Kalicki
11:30	Luncheon, in PDR
1:30-3:30	"Do Androids Dream of Electric Sheep?"

Monday, July 23

9:00-9:30	Coffee
9:30-11:30	Visiting Scholar Vincent Ryan Ruggiero Reading (opt): Teaching Thinking Across The Curriculum.
11:30	Luncheon, in PDR
1:30-3:30	Visiting Scholar Vincent Ryan Ruggiero

Tuesday, July 24	
9:00-9:30	Coffee
9:30-11:30	Sr. Grace Ann Witte, "Knowledge as a Visceral Experience."
	Reading: Blaiklock, The Little Flowers of St. Francis, # 1-5, 9, 10, 20, 30, 36, 41, 44, 46-49, 51, 54, 61, 62, 76.
	Responders: Phil Hey, Sr. Michelle Nemmers, Paul Weber
11:30-1:30	Break
1:30-3:30	"From the Facts to the Little Flowers."
Wednesday, July 25	
9:00-9:30	Coffee
9:30-11:30	Genene Eriksen, "Synchronization of Biological Rhythms for Health."
	Reading: Perry, The Secrets Our Body Clocks Reveal, Ch. 1, 2, 6, 10.
	Responders: Sr. Michaela Galles, Steve Munzinger, Jim Redmond, Cindy Tudehope
11:30-1:30	Break
1:30-3:30	"Synchronizing Your Rhythms."
Thursday, July 26	
9:00-9:30	Coffee
9:30-11:30	Mike Hatlee, "Information and Noise."
	Reading: Campbell, Grammatical Man Group 1: "The Second Law and the Yellow Peril," "Something Rather Subtle," and "Partly Green Until the Day We Die." Group 2: "The Second Law. . .," "Something Rather Subtle," and "The Clear and the Noisy Messages of Language."
	Responders: Cindy Nahrwold, Sr. Bernice Schuetz, Chuck Shaffer
11:30	Luncheon, in PDR
1:30-3:30	"Sights for Sore Eyes (and Sounds for Sore Ears)."
	LOCATION: Meis Recital Hall
Friday, July 27	LOCATION ALL DAY: Meis Recital Hall
9:00-9:30	Coffee
9:30- 11:30	Sharing of Papers: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."
11:30-1:30	Break
1:30-3:30	Sharing of Papers: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."

Monday, July 30	Evaluator/Participant Eugene Rice present
9:00-9:30	Coffee
9:30-11:30	Jim Redmond, "Diet for an Ecology of Knowledge."
	Reading: Smith, Killing the Spirit, *ibid.*
	Responders: Sylvia Kuennen, Chuck Shaffer, Sr. Grace Ann Witte
11:30	Luncheon, in PDR
1:30-3:30	"To look sharp, And feel sharp too, Choose a periodical That's right for you." LOCATION: Mueller Library
Tuesday, July 31	Evaluator/Participant Eugene Rice present
9:00-9:30	Coffee
9:30-11:30	Sharing of Papers: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."
11:30-1:30	Break
1:30-3:30	Sharing of Papers: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."
Wednesday, August 1	
9:00-9:30	Coffee
9:30-11:30	Eugene Rice, wrap-up
11:30	Luncheon, in PDR
1:30-3:30	Wrap-up continued

Unity and Pluralism in the Global Community

An Interdisciplinary Faculty Colloquium
sponsored by
Briar Cliff College
with special thanks to the
Fund for the Improvement of Post-secondary Education

All presentation sessions are in Noonan Lobby.
The locations for experiential sessions will be announced.

Monday, July 8

9:00-9:30 Coffee and pastries

9:30-11:30 Jeanne Emmons, "Metaphor, Magic, and Meaning in Toni Morrison's Fiction"
Reading: Toni Morrison: Beloved.
Responders: Ruth Daumer, Mike Hatlee, Norine Ryan

11:30-1:30 Break

1:30-3:30 "Making Poems with Metaphors": small group analyzes of the metaphors found in several African poems. Large group reports with suggestions of how metaphors can be mistaken for reality.

Tuesday, July 9

9:00-9:30 Coffee and pastries

9:30-11:30 Michaela Galles, "The Relationship of World Religions to the Cultures from Which They Arose"
Reading: Heck & Meltzer (eds.): Three Faiths--One God.
Responders: Sylvia Kuennen, Sr. Adeline Kurth, Mary Ann Lonergan

11:30-1:30 Luncheon, President's Dining Room - Information from Chuck Shaffer, Evaluation Director.

1:30-3:30 "Meeting the Faithful": Participants met in small groups with members of 5 different religious persuasions, looking for key themes. Then all met together to discover similar and differing values, beliefs, and limits to tolerance.

Wednesday, July 10

9:00-9:30 Coffee and pastries

9:30-11:30 Ruth Daumer, "The Lived Experience of Suffering in the Global Village"

Reading: Amato: Victims & Values: A History and a Theory of Suffering.
Responders: Tricia Currans-Sheehan, Jay Gunnels, Ralph Swain

11:30-1:30 Break

1:30-3:30 "Story Telling and Suffering": team exercises in writing stories about suffering from different social and cultural positions.

Thursday, July 11

9:00-9:30 Coffee and pastries

9:30-11:30 Lyle Franzen, "Multicultural Perspectives of the Addictive and Recovering Processes"
Reading: Dorris: The Broken Cord.
Responders: Candi Coffin, Herb Kuehne, Richard Steinbach

11:30-1:30 Break

1:30-3:30 "The Honor of All" (VCR tape) followed by visiting Native American commentator, John Kennedy, Executive Director of the Read Feather Social Welfare Program in Winnebago, NE.

Friday, July 12

9:00-9:30 Coffee and pastries

9:30-11:30 Ralph Swain, "Media Ethics and Its Global Implications"
Altheide & Snow (handout): "The Media as Culture".
Responders: Candi Coffin, Jay Gunnels, Michelle Nemmers

11:30-1:30 Luncheon, PDR

1:30-3:30 "Ethics, a Hands-on Approach": Large-group analysis of a series of press photos with debatable invasions of privacy. Two written case scenarios also reviewed.

Monday, July 15

9:00-9:30 Coffee and pastries

9:30-11:30 Echo Fields, "Labor and the 'New World Economic Order'"
Reading: Reich: The Work of Nations.
Responders: Sr. Adeline Kurth, Herb Kuehne, Sr. Mary Arnold Staudt

11:30-1:30 Break

1:30-3:30 Visit to Hoveland Industries, Sioux City, clothing manufacturer. Interview with owner, William Hoveland.

Tuesday, July 16

9:00-9:30 Coffee and pastries

9:30-11:30 Ruth Daumer, "Values and Philosophical Systems Influencing the Healing Arts"
Reading: finish Amato.
Responders: Sr. Mary Day, Sr. Michaela Galles, Mary Ann Lonergan

11:30-1:30 Luncheon (PDR) with comments by Dr. Gene Rice, consultant/evaluator

1:30-3:30 "Healing Art": participants divided into two groups and examined different sets of slides, looking for the underlying values regarding healing and suffering.

*** 6:30-10:00 pm Pot Luck Party for all past & present FIPSE participants -- Judy Welu's home, McCook Lake, SD.

Wednesday, July 17 Special "Visiting Scholar" Day

*** Both morning and afternoon sessions are open to the public. ***

9:00-9:30 Coffee and pastries

9:30-11:30 Wayne Pond, Visiting Scholar, speaking on the complexity of the dialogue between between those opposing multiculturalism and those who advocate it. He sided with the latter.

11:30-1:30 Luncheon, (PDR) with comments by Helene Scher, FIPSE III Program Officer

1:30-3:30 Wayne Pond, Visiting Scholar, talking from an easy chair on aspects of multiculturalism and freedom of the press.

Monday, July 22

9:00-9:30 Coffee and pastries

9:30-11:30 Lyle Franzen, "Understanding the Native-American Addictive and Recovering Processes Within the Familial and Community Context"
Reading: finish Dorris.
Responders: Tricia Currans-Sheehan, Norine Ryan, Ralph Swain

11:30-1:30 Intercultural luncheon--details TBA.

1:30-3:30 Visit to the Picotte Community Center, Walthill, NE., for a traditional Native American meal and a round-table discussion with three Native American leaders.

Tuesday, July 23

9:00-9:30 Coffee and pastries
9:30-11:30 Jeanne Emmons, "Metaphor in Film"
Preparation: view Rashomon. (Details TBA)
Responders: Echo Fields, Richard Steinbach, Jeff Willens
11:30-1:30 Luncheon, PDR
1:30-3:30 "Imaging Meaning in Film": a review of several cuts from various films by Kurakawa followed by small-group interpretations which were later shared with the larger group.

Wednesday, July 24

9:00-9:30 Coffee and pastries
9:30-11:30 Ralph Swain, "Global Effects of the Moving Image"
Reading: Diehl (handout): "East Europe on Cultural Fast Forward".
Responders: Jeanne Emmons, Mike Hatlee, Sr. Grace Ann Witte
11:30-1:30 Break
1:30-3:30 "2001: Accuracy, Metaphor and Meaning": an hour of clips from 2001 A Space Odyssey, followed by criticism of science films, which disseminate inaccurate ideas about reality.

Thursday, July 25

9:00-9:30 Coffee and pastries
9:30-11:30 Echo Fields, "Third World Women Workers in the 'New World Economic Order'"
Reading: Buvinic & Yudelman (handout): "Women, Poverty & Progress in the Third World."
Responders: Sylvia Kuennen, Sr. Michelle Nemmers, Sr. Mary Arnold Staudt
11:30-1:30 Luncheon, PDR
1:30-3:30 Viewing of The Global Assembly Line (VCR), followed by

a simulation in which a Mexican village and an Iowa town compete to attract a new unskilled labor industry into their entities. The Iowa town played better politics!

Monday, July 29

9:00-9:30	Coffee and pastries
9:30-11:30	Michaela Galles, "Liberation Theology Coming Out of the Life Experience of Oppressed Peoples"
	Reading: Gutierrez: A Theology of Liberation and Haight (handout): "The Origins and Relevance of Liberation Theology...."
	Responders: Sr. Mary Day, Lyle Franzen, Sr. Grace Ann Witte
11:30-1:30	Break
1:30-3:30	"Dialog for a Future:" Viewed a short tape describing "Base Communities" in Latin America. Then discussed possible applications to the Briar Cliff "community" of students, faculty, staff, administration, etc.

Tuesday, July 30

9:00-9:30	Coffee and pastries
9:30-11:30	Various participants: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."
11:30-1:30	Luncheon
1:30-3:30	Various participants: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."

Wednesday, July 31

9:00-9:30	Coffee and pastries
9:30-11:30	Various participants: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."
11:30-1:30	Luncheon
1:30-3:30	Various participants: "Relevance of a Liberal Arts Education from the Perspective of My Discipline."

MONTH OF JULY -- FIPSE I SUMMER COLLOQUIA: "THE GOOD LIFE"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week of July 3, 1989: Introduction to Workshop				
FOUNDATION:EMPIRICAL Lecture and 8 Respondents Planned Learning Experience	FOUNDATION:MULTICULTURAL Lecture and 8 Respondents Lunch Planned Learning Experience	FOUNDATION:FORMAL THINKING EMPIRICAL Lecture and 8 Respondents Planned Learning Experience	FOUNDATION:HISTORICAL Lecture and 8 Respondents Lunch Planned Learning Experience	
FOUNDATION:RELIGIOUS/ ETHICAL Lecture and 8 Respondents Planned Learning Experience	FOUNDATION:AESTHETIC Lecture and 8 Respondents Planned Learning Experience	VISITING SCHOLAR IN THE LIBERAL ARTS Carol Bly Lunch Discussion	FOUNDATION:FORMAL THINKING/ EMPIRICAL Lecture and 8 Respondents Planned Learning Experience	
FOUNDATION:HISTORICAL Lecture and 8 Respondents Planned Learning Experience	FOUNDATION:MULTI-CULTURAL Lecture and 8 Respondents Lunch Planned Learning Experience	FOUNDATION:AESTHETIC Lecture and 8 Respondents Planned Learning Experience	FOUNDATION:RELIGIOUS/ETHICAL Lecture and 8 Respondents Lunch Planned Learning Experience	
FOUNDATION:EMPIRICAL Lecture and 8 Respondents Planned Learning Experience	SHARING OF PAPERS "Relevance of a Liberal Arts Education from the Perspective of my Discipline" Consultant/Evaluator Present Lunch	SHARING OF PAPERS "Relevance of a Liberal Arts Education from the Perspective of my Discipline" Consultant/Evaluator Present Lunch	WRAP-UP Directed by Consultant/Evaluator End of Month Special Luncheon Wrap-Up Continued	

All sessions before lunch will run from 9:30-11:30 a.m. Lunch will run from 18:00-1:00 p.m. All afternoon sessions will run from 1:30-3:30 p.m.

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DISSEMINATION

FIPSE is interested in having information about their projects disseminated even while the project is under way. With this purpose in mind, a brochure and letter of invitation was sent to the academic dean in each of the thirty-three institutions listed below inviting them to attend one of our lectures if they were interested in our program or wish to adapt or replicate it.

Loras College
Dubuque, IA

Iowa Wesleyan College
Mount Pleasant, IA

Grinnell College
Grinnell, IA

Grand View College
Des Moines, IA

Cornell College
Mount Vernon, IA

Coe College
Cedar Rapids, IA

Clarke College
Dubuque, IA

Central University of Iowa
Pella, IA

Augustana College
Sioux Falls, SD

Divine Work College
Epworth, IA

Drake University
Des Moines, IA

Graceland College
Lamoni, IA

Morningside College
Sioux City, IA

Buena Vista College
Storm Lake, IA

William Penn College
Oskaloosa, IA

Westmar College
LeMars, IA

Sioux Falls College
Sioux Falls, SD

Northwestern College
Orange City, IA

Mount Marty College
Yankton, SD

University of Dubuque
Dubuque, IA

Vennard College
University Park, IA

Waldorf College
Forest City, IA

Marycrest College
Davenport, IA

Mount Mercy College
Cedar Rapids, IA

Upper Iowa University
Fayette, IA

Simpson College
Indianola, IA

St. Ambrose College
Davenport, IA

Dordt College
Sioux Center, IA

Dakota Wesleyan University
Mitchell, SD

Wartburg College
Waverly, IA

University of Iowa
Iowa City, IA

University of Northern Iowa
Cedar Falls, IA

Iowa State University
Ames, IA

"The Global Village In Our Midst"

"A Conversation with International Students"

This presentation is the final report on the special 1991 summer faculty workshop on **"Unity and Pluralism in the Global Village"**. The summer event was sponsored in part by the Fund for the Improvement of Post-Secondary Education and was the third in a series of workshops known as FIPSE I, II, & III. Each of the faculty participants delivered two papers on the general topic. In this final report, Herb Kuehne, moderator for FIPSE III, will briefly report on the topics of the summer papers. Then the faculty will discuss trends toward unity and pluralism with some of Briar Cliff's international students. Audience participation will be encouraged.

Faculty members	International Students
Ruth Daumer	Rudy Aldana (Mexico)
Jeanne Emmons	Masa Matukawa (Japan)
Echo Fields	Beata Mworia (Tanzania)
Lyle Franzen	Sinisa Radovcic (Croatia)
Michaela Galles	Anni Tsui (Taiwan)
Ralph Swain	

• • • • • Thursday, November 7, 1991 • • • • •

3:00--4:30 PM

Noonan Hall Board Room

All members of the Briar Cliff Community are welcome.

Refreshments will be served.

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Judy Welu
Assistant to the Academic Dean
FIPSE Project Director

"LESSONS LEARNED" SPEECH
FROM FIPSE REFLECTION/CELEBRATION, SEPTEMBER 23, 1991

(The title is taken from "Lessons Learned from FIPSE Projects," Dora Marcus, researcher and editor, FIPSE, October 1990. The FIPSE monograph is an attempt to disseminate information on FIPSE projects. Our reflection/celebration shared part of what we had done with our own community and made connections within that community.)

It is good to see you all here in this room again! The FIPSE colloquium called this room home for three summers. We have special guests with us here today who have never had the opportunity to actually participate in FIPSE and we welcome you: new faculty and the director of the Iowa Humanities Board and administrators very involved in advising; individuals who "greased the rails" so we could get our work done (e.g. from the library and the Learning Resources Center, the Business Office and the academic dean's office); and those who supported this vision in principle and practice (our President Sr. Margaret Wick O.S.F., and the vice presidents). The substantial financial support by this institution shows that faculty and general education are priorities.

This afternoon I want to briefly address five topics: purpose of the grant; purpose of this gathering; what worked; any changes; and what's next.

I. Purpose of the Grant

The Fund for the Improvement of Post Secondary Education was established in 1972. It supports "innovative reform ideas in postsecondary education" (Karelis, "Lessons Learned," 1990). It's main activity is the comprehensive progra, under which we were funded.

Our task was to offer a series of three one-month colloquia to our faculty to assist them in becoming more aware of the contribution of disciplines to general education; and to foster scholarly dialogue across those discipline lines.

Our goal was to bring about stronger and more informed interest in general education. All of this...to affirm and support the College's new general education program.

II. Purpose of this Gathering

We are here this afternoon because we need to reflect on and to celebrate the project that we have carried out for three years and to make connections. This afternoon we want to look at it.

You may have heard a lecture this summer entitled "Beyond Individualism" or "Cyberpunk in Recent Science Fiction" or "Third World Women Workers in the 'New World Economic Order.'" In fact, these were three lectures from the colloquiums. Faculty members very interested in these topics spent time and energy developing and presenting these original papers to their colleagues.

But the goal of the grant connected the education of the individual faculty member with the betterment of the general education program. How do we get the individual interests and gifts

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of faculty to translate into not only the common good --
-but to actually educate the "common" group
-and reform or enhance the "common" program (general education)?

That is the more difficult part: making these connections. I think it comes through dialogue, through conversation: like today -- we want to make connections!

It's About Bringing The Good In The Part To The Planning Of The Whole
and
The Good In The Whole Back To The Planning Of The Part.

III. What Really Worked

What always impresses me is integrity and authenticity!

It really was a genuine teaching and learning experience because of the scholarship of the presenters and the deep level of commitment of the participants not only to their assigned work but to one another and to the project.

That the Presenters came from among our own faculty...this was a special feature. We demonstrated to FIPSE in our proposal that we had the ability to carry out this project by giving them eight sample research projects written by our faculty. The faculty have a lot of confidence in their own ability and a great deal of respect for the knowledge and ability of their peers.

The whole program worked because of its structure and the people involved, e.g.,

1) structure -- capitalized on faculty interests for the good of the core program

2) people -- although the Facilitators directed only one summer I asked and they agreed to assist me in overseeing the project all three years. This teamwork was very important to the success of the project. Rather than have me or one of them struggle through a problem with 20, 40 or 60 people, we resolved them regularly together. We educated one another. We were able to digest the objectives of the project and see them in the light of faculty needs and vice versa.

IV. Changes: Some we can plan for in the future, others not so

1. Whenever you add programs, you need an integrated support system. In the future we need to be more cognizant of how the structure of the project will affect existing offices and personnel.

2. We wanted the project; we were committed to it. The form of the project made it very appealing to the faculty. The size of the grant was perhaps too modest in, for example, the size of the stipends paid to the presenters, participants, etc.(The time and effort required should have been reflected in higher stipends.)

3. We had a clear goal and clear objectives and activities and projected outcomes, but people left and thus we had yearly changes in our in-house evaluation teams resulting in varied approaches. Until we see a final assessment from Gene Rice, Chuck Shaffer

and Jim Redmond, we cannot say how well we did with those objectives. We do have some preliminary results and our in-house evaluators will most likely comment on them in their remarks.

V. What will happen now that the grant has ended

Back in 1988, FDC committed itself to continuing this project in some way. The committee will determine the form and extent of this activity -- analyze the possibilities:

--- the % of its budget
--- how committee members can carry it out
--- whether the form has or could evolve into something different than the summer program. (In conversation with Jeanne Emmons this summer, she said that she was looking forward to the time when we would [actively] involve students in faculty development. This might be one of those times.)

But this afternoon, we want to look back -- to reflect on and celebrate the experiences of the past three summers. It is important to note, that our remarks today are impressions. The formal assessment of our FIPSE project is still in progress and will be completed around the first of the year.

Now, to help us continue this reflection, we will hear from five FIPSE participants.

1. We will look at some formal evaluation with Chuck Shaffer, Professor of Mathematics and Jim Redmond, Professor of English. Chuck was a participant in FIPSE II, and Jim was a presenter in FIPSE II. They served as the in-house evaluators in the third year of the project and will continue in those roles until the project is completed. (Although the evaluation is not yet complete, we feel that institutionally, September is better for this conversation/celebration than November or December).

2. We will look at the connection to the Briar Cliff Mission with Herb Kuehne, Professor of Sociology and Anthropology. Herb was a presenter in FIPSE I and the facilitator for FIPSE III.

3. We will look at the connection to our general education program with Phil Hey, Professor of English. Phil was the facilitator for FIPSE II.

4. Jeanne Emmons, professor of English, will give us a more personal connection -- what has our FIPSE project taught us about ourselves as faculty. Jeanne was the facilitator for FIPSE I and a presentor for FIPSE III.

5. And lastly, we encourage you to continue this dialogue over dinner.

What is the Relevance of Our FIPSE Project to the Briar Cliff Mission?

As everyone here knows, the term, "relevance" is very general, open, a loose-living concept, ideally suited to serve as part of any essay exam question, especially when the instructor is stuck and needs to look good to to the class. Asking about the relevance of FIPSE to the Briar Cliff Mission is about as helpful as asking about the relevance of human life to the Bible. If you need to justify any interest, value, motive, feeling, or action, just thumb through the Bible for a helpful quote. As the perennial (but untrue) quip about statistics claims, statistics, the Bible and our Mission Statement can justify almost every occasion and need. I should qualify, though. I think that the Bible has a bit more to say than our Mission Statement or statistics do about revenge, blood and lust!

FIPSE was, and is, relevant to the Briar Cliff Mission simply because FIPSE was an event in the history of the Briar Cliff educational experience. To quote from the College Catalog, Briar Cliff is "committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education combining a broad intellectual background....[challenging] its members to grow in self-awareness and in their relationships to others." (The College Catalog 1991-93: 11)

Those quotations say much of what needs to be said both about Briar Cliff and about FIPSE. FIPSE fed all those well known needs for commitment to higher education, liberal arts, Catholic and Franciscan perspectives, quality education, broad intellectual background...all, many times over, for the majority of our faculty, and indirectly probably for everyone who encountered FIPSE participants during, and after, the past three summers.

Phil and Jeanne will describe the relevance of FIPSE to particular issues and people. My job is to focus on FIPSE's links to the broad values of the College. And that's easy, because FIPSE fulfilled almost every academician's dream. It provided opportunity for relaxed thoughtful discussion of some of humankind's perennial questions: "What is the Good Life?", what are "Wisdom, Knowledge and Information?", and how do humans blend "Unity and Pluralism in the Global Village?" Strangely, none of those questions were blessed with ultimate answers during their respective summers!

Still, FIPSE provided the chance to reflect in a high-level, unthreatening environment with teams of very thoughtful peers. Briar Cliff's paid thinkers almost couldn't have asked for a more ideal setting.

Of course, not everything about FIPSE flowed smoothly or without tension. There were moments early on when participants struggled to become sensitive about degrees of "participation", especially in free-wheeling discussion periods. Over time, too, FIPSE participants learned that responding to someone's ideas meant raising questions to stimulate thought rather than producing a treatise of one's own. And then there were the deadlines, the busywork, the long days, and in FIPSE III, at least, the need to recognize that more people prefer DIET, regardless of the outcome of the next Coke-Pepsi slugfest.

As you know, the Mission Statement also spells out in greater detail how the college will fulfill its mission...as a "Community of Learners," as a "Community of Persons," as a "Community Within the Catholic and Franciscan Tradition," and as a "Community Among Communities." FIPSE touched each area and I could itemize line for line how it touched each of the sub-headings. That would be tedious, however....sort of like putting up a list on an overhead and then talking about each item one by one. It drives most students to yawn often and deeply!

Rather, I'd like to offer several related but different ideas about how FIPSE and the Mission Statement interacted.

To begin, I need to say that FIPSE clearly made me aware of how "politically correct" Briar Cliff's values are. I heard all but one lecture over the entire three summers, and I am impressed on how general is the consensus about the basic values that underlie our Mission as well as the ethic we'd recommend for all. Not that everyone is Catholic, Franciscan, or even heralds the liberal arts with single-minded vision! But the words of the Mission evoke some common flag-waving, at least about a commitment to "quality" teaching and a profound regard for truth, beauty and goodness. And as I review the questions and values underlying even the most abstract FIPSE presentations, I can't help but be impressed about how much good will, wisdom and consensus does actually prevail

here. The Mission Statement doesn't explicitly call for those cooperative virtues, but as FIPSE participants interacted, it was always clear, that this place espouses a common set of liberal, Christian values. Or, to put it another way, with tongue in cheek, if the "politically correct" are truly damned, as very conservative opinion suggests, to be rejoined in a warm eternal place, most of us who work here should invest in air-conditioning for the long haul!

A second major idea I'd like to suggest focuses on why we applied for FIPSE in the first place. Some would say that we were altruists wanting to stimulate profoundly the academic life on the hill. We were that! Other folks will also recall, however, that in the mid-80's the college cultivated a yearning to be more well-known, on the national scene. After all, the student pool was shrinking and Briar Cliff was just one of the country's 800 or so unknown, private, liberal arts colleges. We needed more students and tuition income. We needed to be more self assertive. We needed a prouder self-image! We deserved better, since we were good at what we did, and we needed to quit belittling ourselves! Enter "The Ecology of Knowledge", some savvy Washington lobbying, and submission of a revised grant application..and soon FIPSE arrived!

The problem with all of this, however, is the dilemma of deciding whether the motive was worthy of the College's Mission. I'm not downgrading the FIPSE experience. I do feel, though, that the drive for money, fame, and prestige seems to tug a bit on our commitment to service. Why does the commitment require fame? Why must we publicize the well-kept secret? Why can't we just plod along whether "they out there" recognize us or not? Doesn't excellence bring its own reward?

Well, like all questions raised in FIPSE, the answers are always "yes" and "no". Still, I think FIPSE represents a challenge to our self-image. Wouldn't we have been good even without FIPSE? Yes, we would! But having FIPSE did add new dimensions. A little chocolate ice cream certainly lifts my spirits from time to time! But whether lucky or not to get the sweets, the quality must go on, and can go on! Briar Cliff would still have been a fine institution, even without FIPSE.

The point is that Briar Cliff's Mission is just that....a mission, which requires high quality dedication above all. And while the temptation "to shout the good news from the housetops" may be valid, rational, wise, realistic and practical, Briar Cliff people must work their best (and will, I think) whether granting agencies, whether other college presidents in Newsweek, or whether the various professional disciplines recognize us or not.

The issues of money and recognition raise a final thought about FIPSE and the college's mission. FIPSE showered us through an office of the Federal Government, and we can be grateful. We did our part, too, of course. But as bureaucracy is inclined, the tail sometimes wagged the dog! We needed to recruit participants to meet guidelines. And so we recruited, and we recruited--until the hoped for 20 were enlisted. By FIPSE III, one faculty even enlisted saying "I'd rather not, but if you need me, I will! Are you sure someone else can't participate?"

Also, we had more than adequate funds for books, slides, etc. Had we needed to do the job with less, we probably could have. Had we needed to spend only our own money, we definitely would have spent less. I am not complaining. It's just that as we consider FIPSE and our Mission Statement, we should note look at the bureaucratic type of money management and contrast it with with the values of service, care, "reverence for creation, simplicity and peace," as described in the Mission Statement.

In general, I feel a tension between the college's Mission and the tango with the bureaucracy of the granting agency. True, Briar Cliff did not take the vow of poverty, as did the Sisters who founded it. But again, the Mission highlights service and care, "reverence for creation, simplicity and peace." And while I like the feel of mammon, I think its attraction draws us more and more into a whirlpool from which escape becomes harder by the year. A Mission as altruistic as ours requires great independence, more perhaps than any rich bureaucracy can allow us. Fortunately, the actual purposes of FIPSE are creativity and innovation. But still, reliance on outside benevolence should make us constantly wonder whether our stated goals can only best be implemented through other, freer means that are consistent with the goals of reverence, simplicity and peace.

So, "What is the Relevance of Our FIPSE Project to the Briar Cliff Mission?" Our FIPSE Project has given the Briar Cliff community a chance to explore, to question, to reflect, to celebrate...in ways we would not have been able to try at our own expense! The experience has been grand! We have become somewhat more "committed to higher education within a liberal arts and Catholic Perspective." And we have had chances to explore better how we can emphasize "quality education combining a broad intellectual background with career development." Most of all, I'd say, FIPSE has definitely challenged us "to grow in self-awareness and...in [awareness of our] relationships to others," not just to us here, but to the wider academic community. And just as the three FIPSE summers ended with questions unanswered, the outcome of the FIPSE challenge to us remains open for discussion. But, if the Mission Statement could speak, FIPSE was definitely worth the doing!

Herbert J. Kuehne,

Ph.D.

September 23, 1991

DID OUR FIPSE PROJECT WORK?

Chuck Shaffer, Professor of Mathematics

The purpose of this portion of today's program is to bring you up to date on the results of the FIPSE grant. The main goal of our FIPSE project was to promote a stronger and more informed interest in general education at Briar Cliff College. The four objectives to obtain this goal were:

To provide opportunity for interdisciplinary scholarly dialog

Teaching will incorporate a general education focus

Advising will incorporate a general education focus

To recognize scholarly activity within a general education focus

FIPSE's primary concern is to show the affect of the grant on our students. They would prefer that we be able to show this directly rather than indirectly. Keith Van Loon designed an advising survey which was given to a random sample of students at the beginning of the grant. The results of this survey were not very encouraging so this survey has not been repeated. This was our main direct measure of the impact on students. The primary measure of indirect impact has been the FIPSE assessment evaluation given to faculty. Later this fall, all faculty will be asked to complete this assessment form one last time. As you will recall, each faculty member was asked to rate themselves and to rate the BCC faculty as whole as to the extent they engaged in several activities. Because this will be the final assessment, it is extremely important that all faculty complete the survey. In comparing the results from the fall of 1988 with last fall (1990), the following observations have been made:

1. In general, the faculty have rated themselves lower in 1990, but they have rated the overall faculty higher in 1990 as compared to 1988. Perhaps the individual faculty members are not engaged in these activities as much as they thought they were (in comparison to other faculty) and perhaps other faculty are doing more than we thought they were.

2. The areas where individual faculty and the faculty have shown significant improvement from 1988 to 1990 were:
   a. encourage and reinforce colleague's activities
   b. explain a course's relationship with the liberal arts mission of the college
   c. foster critical thinking in class activities
   d. renew oneself through professional scholarship
   e. seek to refine teaching skills

3. The areas where the perception of the faculty as a whole has shown significant improvement but individual faculty have not shown significant improvement were:
   a. read journals/books in own specialty
   b. seek professional dialogue/discussion with colleagues
   c. encourage consideration of alternative perspectives by students in class
   d. read about issues/topics of importance to other fields of knowledge
   e. model active learning/scholarship
   f. seek understanding of international realities
   g. advise students to seek a broad based education

h. highlight connections among fields of study

4. The areas where the faculty as a whole and individual faculty have not shown significant improvement are:

a. make updates or revisions in courses taught

b. teach some interdisciplinary courses

c. use discussions, projects & other direct student participation during classes.

Jeanne Emmons
Professor of English

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Lessons learned

Some of what I've learned about faculty at Briar Cliff I already knew. It was confirmed or expanded.

--I learned how diverse and intellectually adept and educated we are. The summer colloquia affirmed us to ourselves and to each other and improved our collective self-esteem.

--We are a faculty characterized by both humility and hubris. Each of these qualities co-existing in each of us. We are humble because we know how much we have to learn from each other. These three summers were only a culmination of a long history of intellectual interchange across disciplines. We are not pathologically afraid of sitting at the feet of our colleagues. Nor are we afraid that someone else will steal and publish our ideas. Briar Cliff is unusual, I think, in the sheer numbers of opportunities for our faculty to interact across disciplines.

--Though we are humble, we are also proud. As much as we respect each others' disciplines, each of us, deep down, believes her or his own discipline subsumes all the others and is at the very core of knowledge and truth. We like to show off, we like to brag.

But we do this not in a way that claims superiority but because we are in love with the insights our disciplines have to offer and we want to share them with the colleagues we respect so much. I believe this quality may be essential for a good teacher. We have a longing for witnesses to the beauty and truth we know is contained in what we do. There is something almost evangelical in us, in our need to testify, as it were, to the truth.

--If we are a faculty committed to the autonomy of our disciplines/departments we are just as committed to the liberal arts. This is true even in our professional programs. Ruth Daumer, of the nursing department, made a statement this summer which bears witness to that commitment. She said, "If I'm not married to the liberal arts, I might as well be teaching somewhere else." Married means committed in an ultimate sense.

--We are a faculty in whom the professional and the personal are not entirely separate...maybe not at all. I learned through these seminars how much we like each other. We laugh at each other, encourage each other, give each other slack, nudge each other. We see each others' faults and foibles and we like each other anyway. We are capable of hating the sin and loving the sinner.

--We are also capable of hurting each other. I believe the more closely a faculty interacts, the more they become able to inflict pain on each other, either consciously or unconsciously. In this sense we are like a family. These

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summer seminars have made me aware of our mutual vulnerability.

Faculty who talk a lot can hurt the quiet ones by dominating conversation. The quiet ones exasperate the vocal ones with their silence and unwillingness to overtly engage in debate. Faculty who analyze can be threatened by those who respond emotionally. And those who respond emotionally can be made to feel hysterical and unintellectual by the analyzers. and vice versa. Faculty who quantify are sometimes at loggerheads with those who prefer qualitative knowledge. And the pragmatists are sometimes at odds with the purists. Some of the hurt is discipline related and has to be put into a larger cultural context. Some scientists feel as if the world expects them to solve all its problems but that people are abysmally ignorant about the fundamentals of science itself. And people in the arts feel that the consumerist, careerist professionalist mentality has sidelined them or, even worse, co-opted them.

In FIPSE 1 these disagreements were verbalized more passionately than in subsequent summers. People seemed to be more civil with each other in the third summer. But it is in conflict that the checks and balances happen, so that we challenge one another. And it's our kindness and civility that keeps us all friends and that makes us rise to the challenge with joy and exuberance. We need both, and, on the whole, I believe we are a faculty who can be in the tension of loving and respectful conflict with each other.

I believe that a certain amount of bruising and healing is inevitable in a faculty that cares very personally about what they do. I've learned from FIPSE that for this faculty, nothing is merely academic. When we disagree about ideas, it matters, because those ideas inform our moral vision and our political stance. And when we disagree about action, it matters, because those actions are grounded in ideas and principles we hold dear. There is no rarified ivory tower at Briar Cliff, where people can hide from the practical implications of knowledge or belief. We don't give each other the luxury of that. But this faculty also doesn't believe in smoke-filled rooms or back room deals, where decisions are made on the basis of pragmatics alone. This is a faculty continually calling each other to apply our principles to action and to evaluate actions in the light of principles. Pragmatism and idealism are wedded, and it is all personal. And all that is not tidy. It's very messy and unsettling.

I have a recurring dream in which I find myself in a house I thought I knew, and I discover a new wing. It's always thrilling in my dream to find this new wing of the house. I think Briar Cliff departmental structure is like the house with many rooms. Each room has its own color and character and style and furniture. These are the disciplines and departments, and they are inhabited by single people or groups of people who live in that room

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because it is, to them, the most comfortable, most exciting, most stimulating, loveliest room in the house. But at Briar Cliff there aren't locks on the doors. It is always open house. There may be things in those rooms which are beyond my understanding, but it is not because they are withheld or locked away.

But just as important, there are the common rooms. Like the freshman LA sequence. Like LA 400's. Like symposium. Like interdisciplinary mini's. Like two faculty collaborating on a book. Like a conversation over a sandwich. Like sitting in on each others classes. Like facilty development lectures. And physical spaces like this room we're in. In these three summers we expanded the common rooms. We opened another wing. More than anything else FIPSE has taught me to appreciate the house that is Briar Cliff academics because it allows, on the one hand, freedom and autonomy, and, on the other, the sense of commonality that bonds us to a single enterprise.

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Phil Hey
9/23/91

Has Our FIPSE Project Affected Our View of General Education?

I remember hearing something to the effect that Iowa State has recently introduced a required course for senior engineering majors, to broaden them by introducing them to the world outside engineering. This is a welcome acknowledgement that there is something outside engineering, but I still see the effort as a little like sausage stuffing: a certain quantum of "soft" information will help to make the whole product more palatable.

All of us who have advised students through our multifarious course requirements and options may have felt like sausage-stuffers as well, but I believe there can a redeeming difference. What liberal arts colleges do, if they do it well, is to transcend, by effort and requirement, the sausage-stuffing mentality. We choose curriculum, general education, as the medium in which we state that liberal arts is worthwhile, and we require students and ourselves to pay for that assertion. One course won't do it; two semesters won't do it.

What is the *it* that liberal arts can't do quickly? In many of our individual fields — English as well as engineering, theology as well as nursing — we have ongoing, valuable debates about content *vs* process. Certainly every useful curriculum, and every thoughtful faculty, carries on these debates. But what a good liberal arts college has to offer is a third element: a changed perception. We are out to change the perceptions of our students, to make them broader and more appreciative than any one of us or our disciplines could make them.

Further, to the extent that we are a good liberal arts faculty, the foundation of our efforts for changed perception rely on mutual knowledge and trust. We don't, we literally can't, send our students "away" to "get" courses in other disciplines; their teachers are our colleagues down the hall, or across the table in the personnel lounge.

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We know also that only with the greatest difficulty could students separate the content of a colleague's course from the attitude which that colleague has toward the discipline — and toward our own discipline as well. We are not so jealous of our students as we are of the love which every teacher ought to bear, and manifest, toward learning in general and his or her own field in particular. As a liberal arts faculty, we have, I propose, a right to demand the clear witness, the passion, of learning from every colleague and every course.

But the world will have its way, surrounding us with routine, forcing us to go between very diverse modes — teaching, committee work, clerical necessity — and asking us to be intellectual role models on demand. We see each other between classes we have offered for the tenth or twentieth time, and it is easy to think that the light has gone out. There is, let us be honest, only so much challenge in the rudiments of our disciplines, and we keep intellectually alive with other strategies than repetition of the basics. How will our colleagues know we are alive?

We can recognize and acclaim our colleagues' efforts to achieve distinction in their own fields, but it is finally recognition from a distance. Sometimes we are aware of heterosis, hybrid vigor, in a collaboration of colleagues from two or more disciplines, and we relate more easily. Enter FIPSE. Our FIPSE project was aggressively collaborative in both germination and fruition. It asked the presenters to model, not the routine rudiments but the same kinds of curiosity and passion which initially drew them into their disciplines. It asked the participants to experience, *as we require our students to experience*, the brave new worlds outside the contents and processes which we had become familiar with.

From time to time we all felt, as our students do, overwhelmed with the scope and strangeness of these new learnings.

We felt anxious and uncertain as we wondered how these new views would affect our futures, and were already affecting the present.

Once again we felt, most happily, ignorant — woefully behind the times in almost everything but our own field. And in that, we had, once again, to give up the last remnant of the old sausage-stuffing dream, universal knowledge, and learn again to learn as the perennial freshmen we should be. And learn again to trust our collegiality to transcend our individual ignorance.

For at its heart, liberal arts is the educational equivalent of democracy; that while we have specialists in every field, we do not have (and cannot allow) the kind of manager-specialists who say in every totalitarian regime, "this is not for you, don't worry about it, let the experts handle it." I propose that we keep letting the amateurs in, and that FIPSE has refreshed the amateur in each of us, and has reborn the beginner in even the most specialized of us.

Whether FIPSE will ever have an effect on the content or process of our general education curriculum. . . I want to leave to an endless series of faculty debates and committee meetings. But I am sure, and have tried to say today, that it has preserved and strengthened our essential perception.